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ABSTRACT

This directory contains case studies which examine some of the more innovative responses to the problems presented by technological change, a more diverse and expanding student population, and increased access to institutions of higher education. While most of the programs are based at specific higher education institutions in the United States, there are entries for programs at Canadian universities and statewide initiatives. Each one-page entry has an outline of the program followed by a paragraph with contact information. Entries are organized under three headings: (1) recruitment programs, covering 43 listings, each from a different institution; at least one example is totally on-line, and another is a distance education program aimed at graduate students seeking teacher certification in deaf education; (2) remediation programs, with 50 listings, including on-line and Web-based examples; (3) retention programs, with 56 listings, many aimed at first-year students, with at least one Web site program, as well as a program serving the needs of the lesbian and gay population. (Contains 27 references.) (RH)

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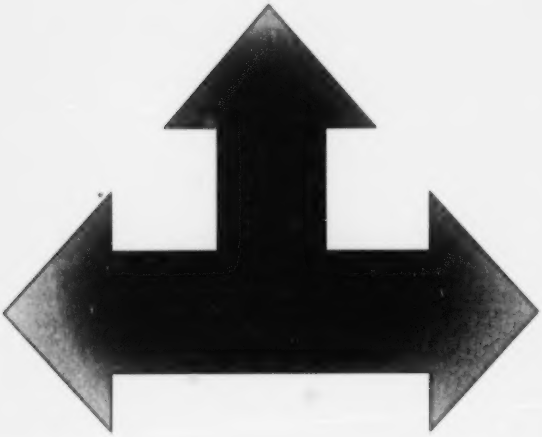
The New Era for Enrollment Management: Recruitment, Remediation, and Retention in the 21st Century



A Directory of Promising Practices, Notable and Significant Programs for Higher Education

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The New Era for Enrollment Management:

Recruitment, Remediation, and Retention in the 21st Century

A Directory of Promising Practices, Notable and Significant Programs for Higher Education

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December 1999

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Introduction

There are many different views of the future, ranging from Eden to Armageddon, and they are to some degree all correct. Images of 2000 and beyond that fill the movie screens, science fiction novels and even some futurists' predictions portray a distant, uncertain world. But tomorrow is not a distant world; it is, as the song says, only a day away. Now that 2000 is upon us, its resemblance to the landscape of a decade ago is striking. As authored in a companion volume to this monograph, there is no magic door to transversing the new millennium, for the seeds of the future concerning academic matters such as recruitment, remediation, and retention have already been planted. The students of the new millennium university are already in the pipeline.[1]

The case studies which follow reveal some of the more innovative responses to confronting the problems technological change, more diverse and expanding populations, and mass higher education with its emphasis on access have brought to the academy. These programs offer valuable information concerning proven methods and responses that can be adopted without having to reinvent the wheel—or pay for it twice.

In The Art of War, Sun Tzu wrote, "As a military force has no constant formation, water has no constant shape, the ability to gain victory by changing and adapting to the opponent is called genius." The challenged world of higher education today calls on its strategic leaders to be geniuses of a similar sort when dealing with such troublesome and costly topics as recruitment, remediation, and retention. Throughout this monograph, you will find many exciting and "promising practices" from United States and Canadian institutions that can help move you toward the status of Sun Tzu's strategic genius.

Offering advice and "promising practices" is fraught with danger. For example, Bill Gates reportedly said recently: "If GM had kept up with technology like the computer industry has, we would all be driving $25 cars that can get 1,000 miles per gallon." GM's reply, "Yes, but would you want your car to crash twice a day?!" If you follow the prescriptive advice of the successful programs outlined in the pages that follow, you will be exposed to some of today's most "promising practices," but no guarantees. Enrollment managers must recognize that problems associated with retention, recruitment, and remediation will not go away, but that there are solutions. Using such efforts as a lens for examining these complex issues is a key to success in these endeavors.

Gerald H. Gaither
Prairie View A&M University
November, 1999

Notes:

[1] Gerald H. Gaither, editor and contributor. Promising Practices in Recruitment, Remediation, and Retention. New Directions for Higher Education Series, Volume 108, No. 4. San Francisco: Jossey-Bass, 1999.

Technical Note

Scope

Programs are primarily based at institutions of higher education in the United States, although there are some exceptions, such as Canadian universities or statewide initiatives. I have purposely attempted to cut a wide swath, in order that this monograph will be useful to community colleges, baccalaureate and research universities, in addition to seeking to improve campus diversity or explore new approaches to old problems. Most of these programs have websites, but not all of them do. All programs are currently active as of October 1999, although given the fluctuating fortunes of funding, any program could disappear with little or no notice.

Authority

I have avoided using superlatives such as "exemplary" and "best" to describe these programs, as those terms are difficult to qualify. Some organizations annually list "exemplary" programs, and I have noted those. There are hundreds of successful programs in the literature, but obviously it was impossible to examine them all. I have therefore culled through the recommendations and listings of many of the organizations and monographs listed in the "References" section of this work and tried to present as wide a range as possible. Some programs are "promising" because of quanitifiable improvement of test scores or increased enrollment, whereas others are examples of good design or a unique approach. The keyword here is "promising"—what works for one may not work for another.

Contact Information

All contact information, including names, addresses, phone numbers and websites is current as of mid-October 1999. There is every possibility that, by this time next year, some of this data will no longer be valid, but I have made every attempt to offer a number of contact points for each program.

Finally, many thanks to the educators, too numerous to name, who contributed their expertise to this monograph. Any mistakes the reader might find are mine and should not reflect upon the various program directors listed herein. Any egregious errors may be pointed out to me at anthony-adam@tamu.edu.

Anthony J. Adam, editor
The New Era for Enrollment Management
November, 1999

Recruitment Programs

Program Title

Academy for Collegiate Excellence and Student Success (ACCESS), Prairie View A&M University

Description

Prairie View A&M University is an historically black institution (HBCU) commited to serving unrepresented and underrepresented populations. Project ACCESS, as the Academy is known, is open to all Texas residents who are high school graduates or GED recipients and who have a minimum 2.0 high school cumulative GPA or equivalent. This "Bridge to College" summer program seeks to improve student academic performance and assist in the high school-college transitional period through a highly structured, intensive academic experience. The seven-week residential program provides daily instruction in mathematics, reading comprehension, writing, and critical thinking, with two-hour structured study hall sessions every evening. The participants also experience off-campus field trips designed to bring relevance to their studies. In the fall, ACCESS students who qualify for admission to PVAMU enter the program's freshman component, at which time tutors assist in critical classwork and mentor teams help with the admissions process. As of May 1997, 52% of the participants were completely out of remediation, versus a Texas state average for transitional students of 46%.

For Further Information

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Program Title

Architectural Enrichment Concepts, Prairie View A&M University

Description

Prairie View A&M University is an historically black college (HBCU) with a growing reputation for graduating architects from unserved and underserved populations. The ARTEC workshop is designed to help academically well-prepared high school students interested in pursuing a career in architecture get a feel for the field and what they might expect upon entering college. Emphasis is placed on mathematics, problem solving, creativity, and visualizations essential for developing the architectural mind. Students are challenged to develop their abilities in problem solving and creative thinking with an emphasis in computer-aided design (CAD). This competitive program is open to students who are completing the tenth and eleventh grades. Admission is granted on a space-available basis to students who rank in the upper one-third of their class, or show ability or special talent that relates to architecture; have expressed interest in pursuing a career in architecture; and hold U.S. citizenship. Students are selected to attend the Institute on a competitive admissions basis.

For Further Information

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Program Title

Career Opportunities Program 2000, Drake University

Description

COP 2000 is a six-year collaborative effort between the Des Moines public schools, Des Moines Area Community College, and Drake University to increase the number of minority teachers in the region. The program offers qualified minority group non-professional employees of Des Moines ISD to continue their employment while preparing for a teaching career. COP 2000 provides some tuition support, academic advising, counseling, and other services for these prospective teachers. The school district provides flexible scheduling of work hours for participants, assists in monitoring employee success, considers employment for the successful graduate, and makes the necessary arrangements for student teaching experience. The community college offers administrative support, networking with Drake University to seek and provide financial assistance, and requires courses deemed most convenient for the traditional student. Drake University matches funds raised through outside groups dollar for dollar. Applicants undergo a needs assessment and must meet specific eligibility criteria, including demonstrated interest in working as a professional teacher in Des Moines ISD. Applications are reviewed before a personal interview is organized between the applicant and COP 2000 teams. Enrollment to date has been small since the program started accepting students during the 1991-92 school year. A full report on COP 2000 by Mark and Dianne Hall is available in Urban Education 32.5 (Jan. 1998): 591-615.

For Further Information

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Drake University
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Des Moines, IA 50311
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Email: marion.panyan@drake.edu

Program Title

College of Journalism and Communication, University of Florida

Description

One of the nation's largest journalism programs (1500 upperclassmen), the College of Journalism and Communication at the University of Florida has recently made a concerted effort to increase the number of African American journalists entering the job market. With funding from the Knight Foundation, the College has instituted a multi-pronged minority recruitment program in the state of Florida. The Minority Program Office is staffed by a fulltime director, secretary, and student editorial assistant and serves as the meeting place for African American University of Florida students seeking internships, academic advising, financial aid assistance, and other services. The Office also tracks all African American journalism students and works closely with those who experience difficulties. A scholarship program offers select African American journalism and advertising students $3000 annually, with a high priority given to building a scholarship endowment fund. The Minority Program director makes regular trips to local high schools and Florida Scholastic Press Association conferences to recruit potential undergraduates. Since the program only serves juniors and seniors, the Office also regularly interacts with Florida community colleges and African American sophomores at the University of Florida who are uncommitted to a major. Additionally, a weekend visitation program for high school students and their parents brings twenty to thirty African American families to the campus to examine the College. Although the number of African American students is still small relative to the overall journalism student body, after the initial five-year program cycle, enrollment had increased by 166%.

For Further Information

Chair, Scholarship Committee
College of Journalism and Communication
University of Florida
Gainesville, FL 32611
Phone: 1-352-392-5970
URL: http://www.jou.ufl.edu/

Program Title

CollegePrep 101, Oklahoma State University

Description

CollegePrep 101 is a free online course designed for high school students who have or are going to complete twelve years of formal education, although anyone may follow the course. While there is no time limit set for course completion, the writers suggest that prospective students read one online chapter per day. Each of the twenty-eight chapters has been written by experienced professors, staff, and students at Oklahoma State and is devoted to a specific area of the college experience, including how and where to obtain financial aid, how to choose a major, how to learn about Oklahoma State programs and offerings, the application process, admission standards, dealing with roommates, study skills, and student athletes. No chapter is long--most are only three webpages--and all are well-written and should be easy for most prospects to understand. Information walks the line between generalization (e.g., all campuses have computers) to specific practical advise (use email to keep in touch with friends), and although the writers are based at Oklahoma State, the University itself is rarely if ever plugged. The website also provides online discussion boards, links to similar college prep websites, and educational links to a wide variety of resources, such as the Fastweb.com scholarship search engine. Teachers and counselors may use this material and make copies as needed.

For Further Information

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Email: collprep@okstate.edu
URL: http://CollegePrep.okstate.edu/

Program Title

Colorado College Bound, Colorado College

Description

To prepare incoming students for university life, Colorado College mails out information packets from a number of different campus units (e.g., Residential Life), but all of the packets and other materials fall under the Colorado College Bound umbrella. The Academic section includes material on advising, a copy of the calendar, questionnaire, explanation of the Block System, and enrollment schedules. The Business section is brief, primarily discussing financing options, student aid, charges and payment options. Local Life provides contact information for local motels and travel agencies, in addition to favorite student eateries and conveniences (e.g., supermarkets). New Student Orientation focuses on what students should expect from orientation week activities. Residential Life covers dorm living and other basic questions, but also features contact information for self-storage units. Finally, Student Services discusses dining services, obtaining the campus Gold Card, sports, Greek organizations, religious life, and other common areas. The Office of Student Life coordinates efforts. CC Bound was a NASPA 1999 Noteworthy Program in Region IV--West.

For Further Information

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Email: KSTIMELING@ColoradoCollege.edu
URL: http://www.coloradocollege.edu/ccbound/

Program Title

Cooperative Academic Partnership Program (C.A.P,P.), University of Wisconsin--Oshkosh

Description

C.A.P.P. provides academically able high school juniors and seniors with at least 3.25 gpa's and 23+ ACT scores the opportunity to earn up to twelve college credits per semester while still in high school. Qualified students may enroll in select college courses taught by university-approved high school instructors. Recent C.A.P.P. courses at Oshkosh include "Art of the Western World," "Calculus I and II," and "Human Anatomy and Physiology." C.A.P.P. differs from Advanced Placement in that the student receives a grade based upon cumulative effort, rather than having a particular grade on a final exam determine if credit is awarded. Grades are dual credit--high school and university--and enrollees may use Oshkosh campus facilities. As with similar programs, it is up to the discretion of the student's future college choice whether or not to accept C.A.P.P. credits.

For Further Information

C.A.P.P.
Nursing/Education Room 101
University of Wisconsin--Oshkosh
800 Algoma Boulevard
Oshkosh, WI 54901-8661
Phone: 1-920-424-3003
Fax: 1-920-424-3125
URL: http://www.uwosh.edu/programs/capp/

Program Title

Co-operative Education Program, University of the Pacific

Description

The Co-operative Education Program maintained by the School of Engineering of the University of the Pacific is mandatory for all engineering students except for non-U.S. citizens. The student, upon completion of lower division coursework, alternates a semester of paid employment with a like period of study until s/he reaches the senior year. Program directors maintain that the co-op student usually benefits more than the regular student, in that the co-op student receives valuable work experience before exiting the engineering program. The employer is turn has the opportunity to train potential workers in the ways of the individual firm while freeing high-salaried workers from lower level but necessary tasks. All students are guaranteed twelve months of paid practical experience under the supervision of a professional engineer. Even though CEP is required, students overwhelmingly favor it as part of their five-year curriculum. Pacific students in a recent poll considered the program an "important" or "very important" factor in choosing the School of Engineering over other schools.

For Further Information

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Program Title

Deaf Education Program, University of Kansas Medical Center

Description

The World Wide Web is rapidly becoming a major tool for higher education recruitment, particularly aimed towards students with special needs. One excellent example of the use of the WWW to reach out inexpensively across relatively low-populated areas is the distance education program established at the University of Kansas Medical Center School of Allied Health in 1993 to serve rural graduate students seeking teacher certification in Deaf Education. Anyone accepted by the Deaf Education program may take part in distance learning by completing an online application form and contacting the proper departmental personnel. Courses are offered at an instate tuition rate at the present time. Initially, a comprehensive campaign recruited prospective students by providing information on financial aid, professional opportunities, and programs. Recruitment strategies focused on three primary target groups: minority students, deaf students, and students in rural settings. A detailed report on the program by Luetke-Stahlman is available via the ERIC database (ED 417 904).

For Further Information

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URL: http://www2.kumc.edu/sah/de/about.htm

Program Title

Disabled Student Services, Middle Tennessee State University

Description

Since the passage of the Americans With Disabilities Act of 1990, students with a wide variety of physical impairments are enrolling on campuses in record numbers, but few institutions pursue these potential enrollees to the extent of Middle Tennessee State University. Middle Tennessee State has actively recruited students with disabilities since the mid-1980s, with this group's campus population rising over 600% in a decade. The campus office of Disabled Student Services seeks out students by talking with guidance counselors in area high schools and working with Tennessee Vocational Rehabilitation Services, an employment service for disabled students, and the Tennessee School for the Blind. The office additionally provides assistance in a number of ways to these students, including locating adaptive devices and readers to help them with their studies. The campus has worked hard to bring facilities up to federal compliance with the ADA, although officials note that the situation is not perfect.

For Further Information

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Program Title

Early Identification Program (EIP), George Mason University

Description

Initiated in 1987, George Mason's Early Identification Program selects minority students with academic potential and provides tutoring and other support for them through high school. The program's goal is to prepare students for college who might not otherwise consider enrolling in a precollege curriculum. The program attempts to increase interest in academic work and in developing leadership skills. Upon entering the program, parents and students sign a contract specifying parental and student responsibilities regarding attendance, academic effort and parent participation over the next four years. Participating students from Fairfax County Area II, Arlington County, and Prince William County Public Schools attend a mandatory three-week Summer Academy on the university campus prior to ninth grade, with special classes in English, science, math, and computer science taught by select high school teachers, university faculty, and local business people. During the following school year, the participants meet regularly with mentors and tutors, attend special university events, and participate in a weekend leadership skills camp. Students who complete the program and graduate from high school are guaranteed admission to the university. Nearly 73% of the 1999 EIP class were first-generation college attendees. The current class profile is 49% African American, 34% Hispanic, 14% Asian, and 3% other minorities, with a high proportion being immigrants with English as a second language. Of the middle and secondary school students enrolled in EIP since 1987, approximately 95% went on to college; the program additionally claims a 71% student retention rate. EIP was honored at the White House in 1998 as part of the Clinton Administration's "High Hopes for College" initiative.

For Further Information

Early Identification Program
University Life
MSN 1C2
4400 University Drive
George Mason University
Fairfax, VA 22030-4444
Phone: 1-703-993-3120

Program Title

Early Outreach Program, University of Illinois at Chicago

Description

The Early Outreach Program is an umbrella for a number of separate initiatives on the Chicago campus. The Early Outreach Saturday College Program for students grades seven through twelve helps to prepare minority students for college and career options by providing academic enrichment in language and mathematics skills, college and academic counseling, and exposure to diverse career paths. Chicago campus faculty, graduate students, and outstanding secondary school teachers design and teach the classes; parental participation is required for student participation. The Early Outreach High School-College Transition Program helps to facilitate the move from twelfth grade to college through a series of workshops centering on the admissions process, improving communication and time management skills, and college expectations; parents may attend the workshops. The Early Outreach Hispanic Math-Science Education Initiative seeks to increase the number of Latino students entering the health professions. Students meet every Saturday, October through May, to work on academic enrichment in mathematics, science, reading and composition; take part in careers awareness activities in the sciences; receive tutoring; and socialize in a college environment.

For Further Information

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University of Illinois at Chicago
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Phone: 1-312-996-0386
Email: Lascelle@uic.edu
URL: http://www.uic.edu:80/depts/educ/cuerd/outreach/tnt.html

Program Title

Early Scholars Outreach Program (ESOP), University of Washington

Description

The University of Washington has partnered with nine Washington State middle schools with large numbers of economically disadvantaged students to increase their enrollment in higher education and participate competitively in a college preparatory program by the time they reach grade nine. During the school year, high achieving minority students from the University of Washington provide tutoring and mentoring to sixth, seventh, and eighth graders during visits and overnight stays on the campus. The participants visit academic departments, participate in study skills sessions, and hear faculty presentations. Incoming ninth graders enroll in a six-week Summer Bridge Enrichment Program covering reading, writing, mathematics, language arts, computer and study skills. Parents are also involved through a series of workshops aimed at improving home environments which promote academic success. Since its inception, nearly 3000 students have gone through the program, with a 97% high school graduation rate and 77% college attendance rate.

For Further Information

Lette Hadgu, ESOP Associate Director
Office of Minority Affairs
University of Washington
4042 12th Avenue NE, Box 355845
Seattle, WA 98105
Phone: 1-206-543-6436
URL: http://www.oma.washington.edu/HTMLS/esop/

Program Title

EXCEL Program, Carson-Newman College

Description

A small rural college with a strong Baptist tradition in the Great Smoky Mountains, Carson-Newman is recognized by U.S. News and World Report as one of the top Southern colleges for quality, value, and cost efficiency. The college's fifteen-year-old EXCEL Program allows area high school upperclassmen to experience college during the summer. EXCEL participants must have a 3.0 gpa or higher and strong recommendations from high school teachers, principals, or guidance counselors to attend. Students can earn three-to-six hours of college credit in basic coursework. Participants live in residence halls, interact with Carson-Newman faculty, students, and administrators, and partake of extracurricular activities, including visits to neighboring attractions. EXCEL was cited by NASPA as a 1999 Noteworthy Program in Region III.

For Further Information

Dr. Bernard Bull, Director
EXCEL Program
Teacher Education Dept.
Carson-Newman College
Jefferson City, TN 37760
Email: bullbe@cncacc.cn.edu
URL: http://www.cn.edu/academics/special/excel/excel.html

Program Title

Graduate Scholars Program, Indiana University of Pennsylvania

Description

The Graduate Scholars Program is designed to assist in the recruitment, retention, and graduation of students of color. The program provides full assistantships for minority students and offers a wide range of social and academic support services to the population. Many of the participating graduate programs take into account success predictors other than prior academic work and standardized test scores, such as prior work experience, letters of recommendation, writing and work samples. Special assistance at the campus Writing Center is also available to graduate students. Past benchmarks of success include an increase from four minority students in 1981 to seventy in 1993; recognition by Noel/Levitz (1990) for an 81% minority retention rate; and a minority student graduation rate averaging 79%.

For Further Information

The Graduate School and Research
101 Stright Hall IUP
Indiana University of Pennsylvania
Indiana, PA 15705-1081
Phone: 1-412-357-2222
URL: http://www.iup.edu/gradua/admit/viewbook/special_information.html

Program Title

Guaranteed Transfer Program, University of Wisconsin Colleges

Description

The University of Wisconsin Colleges Guaranteed Transfer Program allows Wisconsin resident students to begin their education as freshmen at any of the thirteen University of Wisconsin colleges (e.g., Barron County) and be guaranteed admission as a junior to one of the thirteen University of Wisconsin System institutions (e.g., the University of Wisconsin--Milwaukee). After fulfilling credit requirements within three years and attaining a cumulative 2.0 gpa (2.6. for entrance to the University of Wisconsin--Madison), students transfer with the same rights and privileges as those who began at the four-year bachelor's degree granting institutions. Baccalaureate institutions may make exceptions to the required number of credits, in certain cases. Students must submit a "Declaration of Intent" to the Guaranteed Transfer Program office prior to the start of their sophomore year and may participate with only one receiving institution. The guarantee of admission applies only to the institution and not to the specific major or program.

For Further Information

Admissions Office
UW Colleges
P.O. Box 8680
780 Regent St.
Madison, WI 53708-8680
URL: http://www.uwsa.edu/tis/

Program Title

INROADS/Wisconsin, Inc. Pre-College Component, University of Wisconsin--Milwaukee

Description

The INROADS Pre-College Component at the University of Wisconin—Milwaukee prepares students for matriculation into college and the INROADS College Internship Component. Applicants must be ninth through eleventh grade African American, Hispanic, American Indian or Southeast Asian students with a 2.7 gpa or better; they should also be interested in pursuing careers in business, engineering, computer science, nursing management or pharmacy. INROADS trains participants in seven areas of competence: communication, self-management, business skills, sophistication, management skills, valuing diversity, academic/technical abilities and community involvement and leadership. Precollege students go through four weeks of advanced academic preparation and professional development, under the direction of Milwaukee public school teachers, community and corporate volunteers, and INROADS alumni. Activities include classroom instruction, advising, tutoring, career exploration, college preparation, visits to annual INROADS pre-college fairs, and a shadowing component in which students meet with professionals in their field of interest.

For Further Information

Silvia Perez
INROADS/Wisconsin, Inc
231 West Wisconsin Avenue, Suite 1104
Milwaukee, WI 53203
Phone: 1-404-272-1680
Fax: 1-414-272-7733
Email: sperez@notes.inroadsinc.org
URL: http://www.uwm.edu/Dept/DSAD/PRECOLL/10st.htm

Program Title

Journalism Institute for Minorities, Wayne State University

Description

Journalism and media programs across the U.S. often have difficulty attracting persons of color to their programs, and the percentage of minority journalists in the U.S. is relatively small. Wayne State's Journalism Institute for Minorities, founded in 1985, is an honors program which trains high-achieving African American and Hispanic undergraduates for successful careers in all facets of media. As with similar programs, the Institute's goal is to increase the talent pool of minority journalists in the U.S. This university/corporate partnership program offers full tuition scholarships for students, recruited primarily from area high schools, to study journalism, public relations, or radio/television production at Wayne State. Students must retain a B average to retain their scholarships. Students also serve as interns at local news and public relations agencies.

For Further Information

Sandra Combs Birdiett, Director
Journalism Institute for Minorities
Wayne State University
Detroit, MI 48202
Phone: 1-313-577-6304
Email: aa3310@wayne.edu
URL: http://www.comm.wayne.edu/comm/about_jim.html

Program Title

Kentucky Educational Excellence Scholarship Program

Description

Established by the 1998 Kentucky General Assembly, the Kentucky Educational Excellence Scholarship (KEES) program is open to all graduating Kentucky high school seniors who have maintained a senior-year cumulative 2.5 gpa and completed a minimum twenty units for graduation (four language arts, three mathematics, two science, two social studies, eight electives, 1/2 unit health and 1/2 unit physical education; unit amounts increase effective the 2001-2002 school year). Students must enroll in an eligible Kentucky four-year or two-year public or private college/university, a two-year private school, four-year or two-year proprietary school, or technical school. One very interesting provision of this merit scholarship program is the graduated award scale, dependent upon gpa and ACT score. For example, a student with a 22 ACT receives an annual bonus of $171, while a 23 ACT raises the bonus level to $193. Additionally, a student with a gpa of 3.0 is eligible for a base scholarship of $250, while a gpa of 3.60 raises the baseline to $400. Even a small difference in gpa could mean additional base funds for the year, a concept that makes the scholarship pursuit that much more attractive to all students. Participants can access their KEES accounts online for updates and other information.

For Further Information

Tim Phelps, Coordinator
Kentucky Educational Excellence Scholarship program
Kentucky Higher Education Assistance Authority
1050 U.S. 127 South
Frankfort, KY 40601-4323
Phone: 1-502-696-7397
Fax: 1-502-696-7345
Email: tphelps@kheaa.com
URL: http://www.kheaa.com/keeshome.html

Program Title

Mathematics and Science Teacher Education Program, San Francisco State University

Description

Some of the most difficult areas of teacher recruitment today are mathematics and science, and numerous colleges of education around the U.S. are taking steps to alleviate the problem faced by K-12 recruiters. The Mathematics and Science Teacher Education Program (MASTEP) Collaborative unites San Jose State and San Francisco State Universities, four community colleges, area school districts, and a number of other institutions and agencies in a drive to coordinate efforts to prepare and nurture future teachers of science and mathematics. Various financial incentives are offered through the group to attract potential teachers, especially those from special populations. MASTEP provides workshops and conferences on teaching and learning to both college faculty and K-12 teachers to learn how to use research on learning, assessment, and incorporating new technologies into the curriculum. In addition, the program attempts to revise undergraduate courses to better prepare teacher candidates, develop capstone courses, and also revise fifth-year certification courses.

For Further Information

Dr. Kathleen O'Sullivan, Program Director
Mathematics and Science Teacher Education Program
College of Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Phone: 1-415-338-1599
Email: csrc@sfsu.edu
URL: http://www.sfsu.edu/~csrc/js/page6.html

Program Title

Missouri Teacher Education Scholarship Program

Description

Since 1985, the State of Missouri has sought to interest high school students in teaching careers through its Missouri Teacher Education Scholarship Program. To date, hundreds of students have received one-time $2000 scholarships, with the state and participating colleges and universities splitting the cost exactly. Applicants for the program must rank in the top fifteen percent of their high school class or score in the upper fifteen percent on a college-entry exam. Recipients must also attend one of the thirty-five participating colleges or universities in Missouri, be enrolled in an approved teacher-training program, and commit to teach in the state's public schools for at least five years. The program's popularity can be judged through the more than 400 students who applied for the 240 scholarships distributed in FY1999-2000. In addition, the state also offers a smaller number of Missouri Minority Teaching Scholarships of $3000 for select applicants; the state contributes $2000 and the university $1000 of the total cost. The program benefits all participants: students receive funds to attend college; the university increases enrollment in select programs for a relatively low outlay; and the state of Missouri increases its certified teacher pool annually.

For Further Information

Janet Goeller, Director
Division of Urban and Teacher Education
Missouri Dept. of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
Phone: 1-573-751-1191
Fax: 1-573-751-8613
Email: lharriso@mail.dese.state.mo.us
URL: http://www.dese.state.mo.us/divurbteached/scholarships/

Program Title

National Merit Recruitment, University of Illinois at Urbana-Champaign

Description

The National Merit Recruitment program of Urbana-Champaign's College of Engineering is the only one which actively recruits out-of-state students among the college's recruitment programs. Each April, the Engineering Information Bureau at the university sends a recruitment letter to all A/A+, out-of-state National Merit Semi-Finalists who indicate an interest in engineering. The packet includes a letter from the associate dean of engineering, a handout entitled "Best Kept Secrets," and a reply card through which recipients can request additional information on College of Engineering programs, including the Association of Minority Students in Engineering Visitation Days, Illini Days (the campus open-house), the Society of Women Engineers' Little Sister Weekend, and other general engineering programs. The names are cross-referenced with a list from the campus Office of Admissions and Records, which follows up with an invitation to visit the campus, a UIUC Viewbook, and an application form.

For Further Information

Engineering Information Bureau
416 Ceramics Building
105 South Goodwin Avenue
University of Illinois at Urbana-Champaign
Urbana, IL 61801
Phone: 1-217-244-3828
Fax: 1-217-244-4974
Email: eib@uiuc.edu
URL: http://eng-council.cen.uiuc.edu/comm/eib/misc/nmr.html

Program Title

Office of Graduate Minority Programs, University of Florida

Description

With over 7000 graduate students, of which less than ten percent are African American, the University of Florida Graduate School took steps in 1984 to rectify the situation. The Office of Graduate Minority Programs (OGMP) was established to increase the number of students who are members of an ethnic minority group underrepresented at the graduate level. To accomplish its goals, OGMP developed and implemented a recruitment program aimed toward minority graduate students. Recruitment is partly done through use of the University of Florida Recruitment Network, an online community responsible for recruiting activities in the participants' respective academic units. Activities might include communicating via email about resources and projects and addressing major recruitment issues and concerns. The Network brings together representatives from the graduate school, admissions and affirmative action offices, recruiters from individual campus colleges, campus ethnic student organizations, and various ethnic cultural offices on campus. OGMP has also mounted a Graduate Student Information Card on its website, which makes it easy for prospective students to query the campus about specific programs while the campus simultaneously can capture the data for future use. An excellent example of using the Internet as a recruiting tool.

For Further Information

Research and Graduate Programs
235 Grinter Hall
University of Florida
P.O. Box 115515
Gainesville, FL 3211-5515
Phone: 1-800-753-9798
Fax: 1-352-392-3773
Email: OGMP@nervm.nerdc.ufl.edu
URL: http://web.ortge.ufl.edu/ogmp/

Program Title

The Ohio Appalachian Center for Higher Education

Description

Established in July 1993, The Ohio Appalachian Center for Higher Education (OACHE) is a consortium of ten colleges serving the twenty-nine county Appalachian Ohio region whose mission is to increase the college-going rate in the area, which is only half of the national average. OACHE provides grants to school districts that design innovative projects to encourage higher education enrollment, including simplifying the enrollment process, home visits, developmental tutoring assistance, parent involvement strategies, and student leadership development. Students might tour college campuses and participate in career days, and schools may use the funds to purchase computer programs to improve test scores. Since its inception, OACHE has funded over forty projects on a competitive and institutional basis. For example, the Newcomerstown Exempted Village Schools witnessed a jump in their higher education participation rate from 29% in 1992-93 to 70% in 1995-96. A similar group, the North Central Appalachian Center for Higher Education (NCACHE), was established more recently as a result of the success of OACHE.

For Further Information

Wayne White, Executive Director
OACHE
Shawnee State University
940 Second Street
Portsmouth, OH 45662-4344
Phone: 1-614-355-2299
Email: wwhite@shawnee.edu
URL: http://www.gearup.org/workshops/featured/OACHE.htm

Program Title

Oklahoma Higher Learning Access Program

Description

The Oklahoma Legislature has established the Oklahoma Higher Learning Access Program (OHLAP), wherein ninth and tenth grade students with a low family incomes can receive partial tuition at an accredited public or private two-year college, four-year university, or public vo-tech school (in certain programs). The scholarship does not cover books, supplies, room and board, or other special fees. A participant must be an Oklahoma resident, enrolled in an accredited Oklahoma high school, and the child of parents/guardians who earn less than $24,000 annually. The student must also take seventeen units of required high school college-prep courses (four English, two science lab, three mathematics, two history, one Citizenship, two foreign language, one fine arts/speech, two others) and maintain a 2.5 or better gpa in those courses and 2.5 or better gpa overall and also take part in OHLAP college-prep activities. In addition, the student agrees to refrain from substance abuse and the commission of crimes. All applications must be completed during the ninth or tenth grade year and are available through school counselors or the offices of the Oklahoma State Regents for Higher Education. Once the student completes program requirements, s/he must meet normal admission standards for first-time entering students and must formally enroll at the college. The student may receive awards for no more than five years after enrolling in college; the awards must be used for courses taken during the undergraduate years. According to the Oklahoma State Regents for Higher Education, OHLAP participants have significantly higher high school gpa's, ACT scores, and college attendance rates than non-participants.

For Further Information

OHLAP
Oklahoma State Regents for Higher Education
State Capitol Complex
500 Education Building
Oklahoma City, OK 73105
Phone: 1-800-858-1840 (code WEB-97)
Email: studentinfo@osrhe.edu
URL: http://sde.state.ok.us/law/ch7art03.html

Program Title

Passport to College, Riverside Community College

Description

Passport to College is a long-term collaboration between regional universities, businesses, and schools targeting over 11,500 grade school students of the Riverside, Alvord, Corona-Norco, Jurupa, Moreno Valley, and Val Verde unified school districts, a region suffering from low college attendance rates (@24.5%). Initiated with the fifth-grade class of 1996, students began their trek toward college by touring the Riverside Community College campus. During Year I (FY1996-97), students also sat through a series of one-hour classroom presentations by college faculty, staff, and students. Groups of parents met with facilitators in one/two hour sessions to further acquaint them with the college transition process. For Year II (FY1997-98), more than 6500 eligible Passport to College families completed formal participation agreements. A long series of additional school presentations took place, with another series of meetings with parents. Student activities included classroom visits from campus staff with a goal-setting exercise, introducing Passport to College notebooks. The process will continue through the end of the twelfth grade. In February 1998, President Clinton honored Passport to College as one of ten model programs throughout the U.S. The RCC Foundation is currently spearheading a $1.5 million campaign to support program activities and to guarantee two years of tuition and fee assistance for every student who successfully completes the program and enrolls at the college. In partnership, UC-Riverside, California Baptist University, La Sierra University, Loma Linda University, and the University of Redlands have agreed to offer additional scholarship support for Passport to College students to complete their undergraduate degrees at one of these institutions after completing two years at Riverside.

For Further Information

Amy Cardullo, Director
RCC Foundation
4800 Magnolia Avenue
Riverside, CA 92506
Phone: 1-909-222-8626
Fax: 1-909-222-8670
Email: amyc@rccd.cc.ca.us

Program Title

Pathways to Teaching Careers, Xavier University of Louisiana

Description

As the only Roman Catholic HBCU (historically black colleges and universities) in the U.S., Xavier is committed to "recruit and develop a diverse, qualified teaching force ready for the rewards and challenges of working in low-income rural and urban public schools where teacher turnover rates are high" through its Education program. Participants are recruited from a pool of provisionally-licensed or substitute teachers and certified teachers in a discipline in which they are not certified. Admission requirements include a bachelor's degree from an accredited institution, required gpa and GRE scores, letters of support from the applicant's current supervisor, and a statement of purpose. Xavier faculty review the applications and select finalists, with special attention given to mathematics, the sciences, and African Americans. The student works closely with a faculty advisor who monitors her progress.

For Further Information

Janice H. James, Project Director
Pathways to Teaching Careers
Division of Education
Xavier University
Campus Box 59A
7325 Palmetto St.
New Orleans, LA 70125
Phone: 1-504-485-5258
Fax: 1-504-485-7909
Email: jjames@xula.edu
URL: http://www.xula.edu/EduPathways.htm

Program Title

Project S.P.A.C.E., Morehouse College

Description

Project S.P.A.C.E. is a scholarship program made possible through a NASA grant with the goal of giving high achieving students an opportunity to pursue undergraduate studies in engineering, mathematics, and the physical sciences. Scholarships cover half the costs of the student's undergraduate education. Prospective students must have an overall minimum 3.0 gpa, a minimum SAT score of 1000 or comparable ACT score, and demonstrate an interest in pursuing an advanced degree in one of the program fields. All award winners become Ronald E. McNair Scholars, in honor of the late astronaut. Select McNair Scholars are required to attend the Morehouse Summer Science Institute for six weeks prior to their freshman year, in order to improve their skills in basic science, English, and reading. McNair Scholars may also participate in a ten-week paid summer internship at a select NASA Center. An information center with computers is available for use by McNair Scholars. In addition, program participants may enter the Dual Degree Engineering Program, which allows for the receipt of simultaneous bachelor's degrees in engineering from Morehouse and a select research institution. The McNair Scholarship program is available to universities and colleges throughout the U.S. but is particularly attractive for institutions interested in increasing minority enrollment in the sciences.

For Further Information

Dr. Benjamin Martin, Director
NASA/Project S.P.A.C.E.
Morehouse College
830 Westview Dr., SW
Atlanta, GA 30314
Phone: 1-404-525-6272
Email: bmartin@morehouse.edu
URL: http://www.morehouse.edu/NASA/home.htm

Program Title

Scholars and Honors Program, Youngstown State University

Description

The Honors Program since 1977 has attempted to recruit students with a high degree of intellectual excellence in order to develop their full cultural and intellectual potentials. The Scholars Program at Youngstown State University, initiated in 1992, annually offers forty-five students a full-cost renewable scholarship (tuition, room and board) and ten student two-year scholarships as long as they retain a gpa of 3.5 or higher. The YSU Foundation provides funding for the scholarships. The program requires entrants to score at least a 30 on the composite ACT (or 1300 SAT) and hold a class rank of at least 15%. All University Scholars are enrolled in the Honors Degree Program and live in the honors residence hall. . During the senior year, the students take on a capstone thesis/project in their department. Graduates of the program are recognized with an Honors Diploma upon completion of the 36 quarter hours of honors work. Initial recruitment was directed by the campus Office of New Student Relations, which was charged with identifying high-caliber regional high school students as possible applicants. Each candidate was sent an information packet on the program, including a video and print materials. Designated departmental liaisons from the campus then personally phoned the candidates to help them decide if the program was right for them. The success of the program can be proven through its continual growth and popularity.

For Further Information

Nathan P. Ritchey, Director
Honors Office
One University Plaza
Youngstown State University
Youngstown, OH 44555
Phone: 1-330-742-2772
Fax: 1-330-742-4743
Email: nate@math.ysu.edu
URL: http://www.cc.ysu.edu/~npritche/honors/page1.htm

Program Title

School of Journalism, Media and Graphic Arts, Florida A&M University

Description

Florida A&M University's School of Journalism, Media and Graphic Arts was the first historically black journalism program in the U.S. to be accredited, and as such it is a potentially strong candidate for drawing African-American students to the field. The Knight Foundation granted the School enough funding for it to endow a journalism chair and to partly endow a recruitment campaign at the rate of $45,000-$57,000 annually for Knight Scholars, black students interested in majoring in print journalism. Each scholarship ranges from $1000-$2500 and makes up part of a larger, four-year scholarship awarded to outstanding minority high school students. The School also gives approximately $160,000 annually in additional minority scholarships, apart from Knight. The money has been used not to attract additional students, as the program already has more students than it can easily handle, but rather academically better students. For example, the class of Knights Scholars entering in Fall 1996 had an average SAT of 1137. Since the scholarships are funded through the endowment, money is available annually to improve the program.

For Further Information

School of Journalism, Media and Graphic Arts
Florida A&M University
Tallahassee, FL 32307-3100
URL: http://www.famu2.famu.edu/acad/colleges/sjmga/1/SJMGA_Topportunity.html

Program Title

School of Technology Statewide Delivery System, Purdue University

Description

The School of Technology Statewide Delivery System partners business, industry, the Indiana state government, and Purdue University to extend existing technology programs statewide to help meet Indiana's need for trained technologists where demand is high for educated workers. Each community need is documented by Purdue's Office of Manpower Studies, and local leaders are involved in all stages of the program. The system also allows presently employed people and recent high school graduates the chance to take classes without attending the main West Lafayette campus. Admitted students are enrolled at local program locations, but Purdue fees are charged for all courses in the curriculum regardless of location or institutional origin of the course. All course credits apply toward a Purdue University degree and are transferable between Purdue campuses. Financial aid is available but is handled centrally in West Lafayette. All courses are taught by Purdue faculty, although other services and facilities might be provided by bodies other than Purdue. The program currently operates in a number of Indiana cities, including Indianapolis, Kokomo, Muncie, and South Bend.

For Further Information

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1417 Knoy Hall of Technology Room 109
School of Mechanical Engineering Technology
Purdue University
West Lafayette, IN 47907-1417
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URL: http://www.tech.purdue.edu/pst/

Program Title

Science/Math Initiative, Colgate College

Description

Administered jointly by the Office of Undergraduate Studies and the Division of Natural Science and Mathematics, Science/Math Initiative aims to increase the number of students traditionally underrepresented in science and math. Participants are selected based on evaluation of high school transcripts and standardized test scores. Students are introduced to the sciences through summer preparatory courses (including courses in scientific writing), lab apprenticeships, internships, study groups, and collaborative research opportunities with Colgate faculty. A five-week "introduction to biology" summer class introduces participants to college-level natural science concepts and prepares them for study experiences beyond high school. The instructor for this course becomes the student's faculty mentor when s/he enrolls in the college-level "intro" course in the fall semester. Prior to their sophomore year, Science/Math Initiative students enroll in a nine-week summer chemistry course, which teaches "quantitative skills" in preparation for the regular sophomore year "intro to chemistry" class. Science/Math Initiative students also meet regularly with the director of the Division of Natural Science and Mathematics, who advises them and monitors their progress.

For Further Information

Science/Math Initiative
Office of Undergraduate Studies
Colgate College
13 Oak Drive
Hamilton, NY 13346
Phone: 1-315-228-1000
URL: http://offices.colgate.edu/ous/SMI.html

Program Title

Senior University, Kennesaw State University

Description

In answer to the growing need to attract adult students to university campuses, Kennesaw State has established Kennesaw State Senior University (KSSU), which offers a variety of educational opportunities for adults 55 and older. KSSU's purpose is to promote lifelong learning and continued intellectual and personal growth for this age group. The curriculum draws from the interests, talents, and experiences of older learners. All academic courses are offered at the college level, without homework, papers, and tests, and cover a variety of subjects. Recent KSSU offerings include "Introduction to Digital Cameras," "Spanish I for Seniors," "Introduction to Personal Computers," and "Investing on the Web." Kennesaw State Senior University is not designed as career training program, but neither is it composed primarily of "leisure" courses, although there are some of these available.

For Further Information

Gayle Goewey, Director
Kennesaw State Senior University
Kennesaw State University
1000 Chastain Road
Kennesaw, GA 30144
Phone: 1-770-499-3508
URL: http://www.kennesaw.edu/coned/kssu.shtml

Program Title

Seven-Year Student Development Plan, University of North Carolina at Charlotte

Description

In response to continuing student complaints about enrollment services, University of North Carolina's College of Education Office of Student Academic Services put forth a Seven-Year Student Development Plan to identify phases, steps, goals, and activities to recruit and support undergraduate and graduate students. Starting from August 1996 with a re-allocation of personnel and funds to better structure operations, the Office has continually studied the various phases of its new program to monitor success. Phase 1 involved advertisement, recruitment, and a series of student pre-orientation sessions to better acquaint prospects and new recruits with the College's programs; this phase required mass mailings of brochures to students in local high schools and community colleges, which proved to be a highly successful recruitment measure, although minority teacher recruitment continued to fall below overall campus totals. Details of these measures are available in the complete report (ERIC document ED 417 149). Phase 2 was directed toward new student orientation, socialization, and improved academic advising to retain students. However, 20% of freshman and sophomore pre-education majors changed out of education during the period, with no attempt at follow-up polling. Phases 3 and 4 involved continued advising, student teaching, and graduate surveys aimed at revision of the program. Overall, graduates were satisfied with the program.

For Further Information

Office of Student Academic Services
College of Education
University of North Carolina at Charlotte
Charlotte, NC 28223-0001
Phone: 1-704-547-4707
URL: http://www.uncc.edu/colleges/education/osas/

Program Title

SHARE Program, University of Texas at Austin

Description

SHARE, or Students Helping Admissions' Recruitment Effort, since 1978 has helped the University of Texas at Austin Office of Admissions fulfill its commitment to assisting students in the high school-to-college transition. Each fall semester, the top 10% of high school seniors from major Texas cities are invited to visit the campus and receive information on admissions, housing, financial aid, and placement. The students tour the campus, attend a class lecture, and discuss campus life with current university students, who serve as pre-enrollment peer counselors for the prospects. Paid students and volunteers are involved in a variety of SHARE activities, including the Campus Visitation Program and Longhorn Honors (the overnight campus visit). Program advisors believe that students can more effectively persuade prospective students to come to their institution than can University officials. SHARE students may also take part in the Hometown Holiday Recruitment component, which allows them to return to their high schools to talk with prospects about the university and answer any questions they might pose. Select students are also contacted through the Telephone Project on Saturdays throughout the year and given the opportunity to ask questions about campus life.

For Further Information

SHARE Program
Freshman Admission Center
John Hargis Hall
UT-Austin
Austin, TX 78712
Phone: 1-512-475-7441
Fax: 1-512-475-7475
Email: share@uts.cc.utexas.edu
URL: http://www.utexas.edu/student/admissions/forms/share.html

Program Title

STEP Program, Holyoke Community College

Description

STEP--Skills, Training, and Enrichment Program--provides Holyoke-area public middle school students from low-income families with the skills and motivation to complete high school and enroll in college. All participants must demonstrate a commitment to program goals and have the potential to succeed in college, with some remedial assistance. STEP schedules after-school activities two afternoons per week throughout the school year; activities are held on the college campus. Each student works with a STEP coordinator to develop a personalized learning plan, which is subsequently monitored on a weekly basis and measured biannually through standardized tests, writing samples, and inventories. A Holyoke student also is assigned to each participant as a peer mentor. The student meets individually with the STEP Coordinator to evaluate his or her progress on a regular basis. Tutoring and mentoring in language, mathematics, social science, science, and computer skills are also provided. Students also participate in workshops managed by Holyoke Community College professional staff and faculty on study skills, personal development, and careers. Field trips might include visits to the University of Massachusetts, the Computer Museum of Boston, and the Mark Twain House. Guest speakers from local businesses and services address participants' career questions.

For Further Information

Soniah Gonzalez, Coordinator
STEP Program
Holyoke Community College
303 Homestead Avenue
Holyoke, MA 01040
Phone: 1-413-552-2250
URL: http://www.hcc.mass.edu/t_g/step/mywebpag.htm

Program Title

Step To College Program, San Francisco State University

Description

San Francisco State University serves an ethically diverse urban student population, many of whom are potential first-generation college students. The Step to College Program, initiated in 1985, originally aimed at increasing enrollment specifically for Chicano and Latino students with limited academic skills. Today, Asian American, African American, and Pacific Islander students are also eligible to enroll, and ten area high schools work in cooperation with the university. As part of the program, high school seniors take college-level classes for credit. Step To College also incorporates the Mission To College program, whose goal is to strengthen the college-prep curriculum for ninth and tenth graders. The Bilingual Mission To College component is a tutorial program geared towards students with special language skills needs. Mission To College students may also enroll in the Academic Fellows Program, which pays them to study after school. The outcomes are extremely promising, with approximately 90% of high school participants entering college. Step To College students also have a higher retention rate than the San Francisco State student body as a whole.

For Further Information

Step To College
College of Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94123
Phone: 1-415-338-2027
Email: csrc@sfsu.edu
URL: http://www.sfsu.edu/~csrc/js/page17.html

Program Title

Students Orienting Students (SOS), University of Wisconsin--Madison

Description

Students Orienting Students (SOS) is managed by the campus Student Orientation Programs Office (SOP) at the University of Wisconsin--Madison. SOS Guides are student volunteers who assist new students in adjusting to the academic and social life of the campus throughout the academic year. Volunteers take part in planning and implementing campuswide programs, including the Wisconsin Welcome and conducting the Student and Parent Connection telephone surveys. SOS Guides are supervised by experienced Core Guides and the coordinator of the SOS program. All guides must be at least sophomores and have a minimum 2.0 gpa, must attend monthly SOS meetings, and serve on one SOS committee. Time commitments vary from month to month but are especially heavy at the beginning of each semester.

For Further Information

Carren Martin, Director
SOS Program
Campus Information, Assistance and Orientation
716 Langdon St.
University of Wisconsin--Madison
Madison, WI 53706
Phone: 1-608-263-0367
Email: cmartin2@facstaff.wisc.edu
URL: http://www.wisc.edu/sop/sos.html

Program Title

Summer Research Opportunities Program, University of Illinois at Urbana-Champaign

Description

The Summer Research Opportunities Program (SROP) at the University of Illinois at Urbana-Champaign is considered one of the most successful programs administered by the campus Graduate College Minority Affairs Office. Initiated in 1986, the program focuses on encouraging underrepresented minority group students--Native American, African American, Mexican American, Latino, and Puerto Rican--to go on to graduate study. SROP allows sophomores and juniors in the target groups to develop and explore research topics of their choice in conjunction with a faculty mentor during a eight-to-ten week summer session. Each student receives a minimum $2500 stipend for the summer, in addition to room, board, and travel expenses (to attend the annual SROP conference). The faculty member is also eligible to receive partial funding (to $500) to cover research costs. Participants must have a cumulative 2.75 or better gpa to pursue graduate study through this program, and the program is open to all majors. More recently, SROP has also begun to focus on student retention. In 1997, program directors reported a 96% retention rate to graduation, with sixteen former students going on to earn doctorates. SROP is currently in place at fifteen Committee on Institutional Cooperation (CIC) campuses throughout the United States.

For Further Information

Abbie Robinson-Armstrong
Committee on Institutional Cooperation
302 E. John Street, Suite 1705
Champaign, IL 61820-5698
Phone: 1-217-333-8475
Email: aarobnsn@uiuc.edu
URL: http://nova.cic.uiuc.edu/CIC/programs/SROP/srop.html

Program Title

University Honors Program, University of Toledo

Description

The University of Toledo is an open admissions urban university with approximately 22,000 students, dedicated to attracting and retaining highly motivated and academically talented students in all baccalaureate colleges. Students receive access to an enriched curriculum, small Honors courses, direct faculty contact, specialized academic advising, special cultural opportunities, and first priority advance registration. Prospective Honors students must have at least a 3.5 gpa and ACT composite of 25 (SAT 1140) to apply directly from high school. Honors students also receive priority residential housing on campus. The program has grown substantially in the past decade and is seen as a strong recruitment tool for the university as a whole. A full report on the program by Walter Josef Denk is available in Metropolitan Universities: an international forum 9.2 (Fall 1998): 67-77.

For Further Information

Honors Program
The University of Toledo
Toledo, OH 43606-3390
Phone: 1-419-530-6030
Email: honors@uoft02.utoledo.edu
URL: http://www.utoledo.edu/www/honors/

Program Title

University Outreach, Texas A&M University and the University of Texas at Austin

Description

University Outreach, directed jointly by Texas A&M University and the University of Texas at Austin and supported by the University of North Texas in Dallas, is designed to help Texas high school students prepare for university-level academic work. University Outreach centers currently serve Austin, Corpus Christi, Dallas, Houston, the lower Rio Grande Valley, and San Antonio and work closely with local schools, agencies, and businesses in each city. Students are selected for participation as early as the seventh grade. Each center has a separate agenda of programs and activities, as reflective of local populations and needs, but centers in general provide participants with counseling in goal setting, career choices, financial aid, and college preparation through high school graduation. All participants must be enrolled in one of the targeted middle or high schools, have grades averaging in the A to B range, receive a recommendation from a teacher or counselor to participate, and have the permission of a parent or guardian. All students will then participate in University Outreach meetings and activities, maintain above-average grades, and enroll in a series of college-prep high school courses, including 3.5 math units, 4 English units, 3 science units, and 2 units of one foreign language and fine and performing arts electives. Program graduates may elect to enter any college of their choice. A total of 3,324 precollege students enrolled in the program statewide in 1997/98, and 80% of University Outreach high school graduates enrolled in college in fall 1997.

For Further Information

Center for Academic Enhancement and University Outreach
Texas A&M University
529 Blocker
College Station, TX 77843-4230
Phone: 1-409-845-2724
Email: cae@tamu.edu
URL: http://www.tamu.edu/cae/

Program Title

Tuition Opportunity Program for Students, State of Louisiana

Description

Louisiana's Tuition Opportunity Program for Students (TOPS) is a comprehensive program of state scholarships with five components: the Opportunity Award, the Performance Award, the Honors Award, the Tech Award, and the Teacher Award. Each component has specific eligibility criteria, award amounts, and continuation criteria. To be eligible for TOPS awards, students must be Louisiana high school graduates since mid-August 1996 whose parents are state residents and who meet eligibility and selection criteria. Alternative acceptance is available for students who graduated from out-of-state high schools, who complete state-approved home study programs, and whose parents serve in the armed forces but are stationed outside of the state. Additionally, all undergraduate students intending on teaching at the K-12 level in the state may apply for the Teacher Award. To apply for the awards, students submit a FAFSA form designating a Louisiana institution of higher education. Although eligibility requirements vary from award to award, all participants are required to take 16.5 core units (four English, three mathematics, three science, one social science, one civics, one fine arts survey, two foreign language, and 1/2 computer science or computer literacy). The Performance and Honors Awards have higher standards than do the Opportunity and Tech Awards (3.50 gpa versus 2.50, for example) and pay a stipend in addition to tuition.

For Further Information

John Bell, Manager
Scholarship Section
Louisiana Office of Student Financial Assistance
P.O. Box 91202
Baton Rouge, LA 70821-9202
Phone: 1-225-922-1151
Fax: 1-225-922-0790
Email: custserv@ofsa.state.la.us
URL: http://www.osfa.state.la.us/schgrt6.htm

Program Title

Wisconsin Welcome, University of Wisconsin--Madison

Description

Wisconsin Welcome, a month-long series of activities designed to orient new freshmen to the academic and social life of the University of Wisconsin--Madison campus, begins a few days before the start of the fall semester. All residence hall students will find a copy of the Wisconsin Welcome brochure, listing upcoming activities, waiting in their dorm rooms. Coordinated by the office of Student Orientation Programs and supplemented by activities by other campus organizations and departments, Wisconsin Welcome opens with residence hall-sponsored events, such as campus tours and pizza parties. Many campus organizations sponsor open houses during the first few days, and there are also campus-wide activities, including midnight movies, tailgate parties (to introduce the school song and mascot), and multicultural orientation sessions. Special activities are designed for commuter and other students not living in residence halls.

For Further Information

Wisconsin Welcome
Office of Campus Information, Assistance and Orientation
716 Langdon St.
University of Wisconsin--Madison
Madison, WI 53706
Phone: 1-608-263-0367
Email: orientation@redgym.wisc.edu
URL: http://www.wisc.edu/sop/wwelcome.html

Program Title

Women Into Science and Technology (WIST), Kean University

Description

Women Into Science and Technology (WIST) attempts to attract and retain women, a historically underrepresented group in mathematics and science programs and careers, through mentoring and planned activities. A combination of industry scientists, Kean science faculty and science students, high school teachers and students--all women--join in a career activity day, ongoing mentoring sessions, high school discussions, and shared experiences through the WISTNET mailing list. The Career Activity Day held in March 1998 brought more than 120 high school girls to the Kean campus for five hours to meet with faculty, learn more about careers in the sciences and mathematics, and take part in a series of workshops in a variety of fields. The program at this time does not appear to have expanded much beyond the Career Day event and the listserv, but the potential for similar programs at small colleges is exciting.

For Further Information

Dr. Roxie James
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Kean University
1000 Morris Avenue
Union, NJ 07083
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Email: wistproj@turbo.kean.edu
URL: http://www.kean.edu/

Remediation Programs

Program Title

Academic Center for Excellence, Southeastern Louisiana University

Description

Named an "outstanding" program by the National Association for Developmental Education (NADE), the ACE (Student Support Services) is a TRIO program under the direction of the College of Basic Studies which provides academic and personal assistance to qualified Southeastern Louisiana University students free of charge. Students are provided with academic, career, personal, graduate school, and financial aid counseling in addition to skill and content tutoring. The program offers workshops throughout the academic year on math anxiety, resume writing, study skills, and other needs. Tutors are available in support on basic mathematics, science, and English classes, as well as skill and content tutoring. Students accepted into the Counseling Services program are assigned an academic counselor who designs an individual study plan for each student based on academic record, reported needs, and individual assessment. Counselors may also assist students on financial aid, curriculum requirements, and other needs. Regular Success Workshops give students the chance to develop specific skills and experiences to improve gpa's and promote personal growth. Recent workshop topics include study skills, resume writing, memory techniques, and time management.

For Further Information

Dr. LaVanner Brown, Director
Student Support Services
College of Basic Studies
Southeastern Louisiana University
Hammond, LA 70402
Phone: 1-504-549-2122
Email: lbrown@selu.edu
URL: http://www.selu.edu/Academics/BasicStudies/SSS/index.html

Program Title

Academic Support Center, Finger Lakes Community College

Description

Finger Lakes Community College is a medium-size (@5000 students) community college established in 1968 which offers a number of certificate programs in addition to associates degrees. Named an "outstanding" program by the National Association for Developmental Education (NADE), the Academic Support Center on the campus provides academic assistance to all students who wish to improve their skills in reading, writing, grammar, study habits, computational abilities, mathematics, or science. The Academic Support Center also offers assistance with any campus courses. The Developmental Studies Department coordinates the First-Year Seminar, College Composition, College Study Skills, Effective Reading, Analytical and Critical Thinking, and Fundamental Mathematics and Algebraic Skills. Each course is designed to assess a student's ability level and to increase his skills by the end of the semester. The Academic Support Center also offers a peer tutoring program at either the one-on-one or group level.

For Further Information

Academic Support Center
Finger Lakes Community College
4355 Lakeshore Drive
Canandaigua, NY 14424-0359
URL: http://www.fingerlakes.edu/studentLife/services/academicSupport.shtml

Program Title

Applied Algebra, Augsburg College

Description

Doree, chair of Augsburg's Mathematics Dept., teaches a remedial Applied Algebra course for students who have taken some high school algebra but who are not adequately prepared for college-level mathematics or a quantitative reasoning course in chemistry, physics, or statistics. Doree believes that the "less is more" philosophy of course content --not overloading the student with materials and concepts--is extremely useful at this level, as students will need to focus more on a central set of concepts than everything a teacher might wish to impart. For example, Doree believes a student in an intermediate algebra course (or other pre-courses) should learn how to solve exponential equations using logarithms. However, only students in calculus and its pre-courses need study the laws of the logarithm. Faculty must first decide what concepts students need to know at each level, and then refrain from adding additional material. The students will be more successful at each level and be able to transfer sufficient skills to other classes. Although the concept of "less is more" seems obvious to many faculty, they often have a difficult time sticking to the program.

For Further Information

Su Doree
Dept. of Mathematics
Augsburg College
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Minneapolis, MN 55454
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Email: doree@augsburg.edu

Program Title

Center for Supplemental Instruction, University of Missouri--Kansas City

Description

Supplemental Instruction was first developed at the University of Missouri—Kansas City in 1973, and the department continues to be a leader in the field. Evidence suggests that students who participate in this program earn higher mean final course grades than non-participants, regardless of ethnicity and/or prior academic achievement. Additionally, program participants tend to persist at the institution at higher rates than non-participants. Supplemental Instruction (SI) sessions are weekly reviews for students enrolled in historically difficult courses. Students within a common class can get together to compare notes, discuss important topics, develop strategies for studying the subject, and test themselves on the material. Sessions are run by SI leaders, students who have taken the class previously and earned a high grade; the leader attends class with the students, for more effective follow-through. The SI leader's role is that of a facilitator rather than a lecturer; the leader helps the students think through the assignments and use study time more efficiently. The website features a number of online reports and papers in support of SI's claims to success, in addition to materials on video-based supplemental instruction (VSI).

For Further Information

Kathy Phillips, SI Supervisor
UMKC Campus SI Program
Center for Academic Development
University of Missouri--Kansas City
5014 Rockhill Rd.
Kansas City, MO 64110-2400
Phone: 1-816-235-1166
URL: http://www.umkc.edu/cad/si/

Program Title

The CLAST Lab, Santa Fe Community College

Description

CLAST, the College Level Academic Skills Test, is part of Florida's system of educational accountability which satisfies the mandates of F.S. Section 240.107; all students in Florida public postsecondary institutions are required to pass the test to receive admittance into a state university. CLAST is a four-part achievement test that measures students' attainment of the college-level communication and mathematics skills that were identified by the state faculties of higher education through the College-Level Academic Skills Project (CLASP). All students retaking any CLAST subtest are required to complete the CLAST Lab's remediation program and must obtain a referral from the lab staff in order to retake. English, reading, and mathematics retakes are offered as computerized adaptive tests on a walk-in basis; essay retakes are only offered on testing administration dates. Retake procedures are fairly strict and are outlined for all students on the CLAST Lab homepage, along with short lists of required skills for each subtest. As many states now have mandatory entrance and/or exit exams, and institutions are compelled to raise the pass rate of the student body, such stringent remediation programs as Santa Fe Community College's are worth examining.

For Further Information

Ed Braddy, Director
CLAST Lab
Santa Fe Community College
3000 NW 83rd Street
Gainesville, FL 32606
Phone: 1-352-395-5887
Email: ed.braddy@santafe.cc.fl.us
URL: http://admin.santafe.cc.fl.us/~acres/CLAST/index2.htm

Program Title

College I, Texas A&M University at Kingsville

Description

College I, founded in 1989, helps Texas college freshman prepare for success and learn those skills mandated by Texas law for all college-level students. As such, College I helps prepare students to pass the TASP, the Texas Academic Skills Program, which is required for admittance by all state public institutions of higher learning. Students must take the TASP before completing nine semester hours of non-remedial coursework; all three subtests must be passed before completing sixty semester hours of non-remedial coursework. Noncompliance can result in the student's withdrawal from the institution. College I's department of Developmental Mathematics features classes of thirty students per section which focus on basic mathematics skills and geometry (developmental mathematics) and basic and intermediate algebra (development algebra). Most instructors have had at least one year of experience teaching Developmental Education students. The department of Developmental Writing focuses on basic grammar and usage, sentence and paragraph patterns, and writing assignments, with classes of roughly twenty students each. Classes are supported by the Academic Skills Lab, which offers tutoring in mathematics. A Reading, Writing, and Study Skills Lab is also available for students in need of developmental reading and writing work.

For Further Information

Dr. Garry Ross, Dean
College I
Division of Student Affairs
Texas A&M University at Kingsville
Kingsville, TX 78363
Phone: 1-512-593-3300
Fax: 1-512-593-3052
Email: Garry.Ross@tamuk.edu
URL: http://www.tamuk.edu/sass/College1/

Program Title

Comprehensive Studies Program, Pennsylvania State University

Description

The Comprehensive Studies Program provides academic and personal support for Penn State freshmen who qualify for Pennsylvania's Educational Opportunity Program (EOP) and display potential to succeed in college-level work. The program serves students entering the university directly from high school or the armed forces as well as current students who are changing their campus assignment to University Park. The admissions screening process stresses the student's motivation level to pursue a college education. Specific services include academic advising, developmental coursework, tutoring, basic skills instruction, and personal and financial counseling. Comprehensive Studies students are admitted directly into a university college or the Division of Undergraduate Studies and receive credit-hour instruction designed to strengthen English, reading, mathematics, listening, and learning skills. All Comprehensive Studies students are required to take Sp Com 126: Developmental Listening. Free tutorial services are available throughout the student's tenure on campus.

For Further Information

Academic Advancement Programs
207B Boucke Building
Division of Undergraduate Studies
Pennsylvania State University
University Park, PA 16802
Phone: 1-814-863-4374
URL: http://blue.ue.psu.edu/psu/ue/aap/CSP/CSP.html

Program Title

The Counseling Center, Sam Houston State University

Description

The Counseling Center at Sam Houston State University has a strong program utilizing computer resources for study skills and remediation in mathematics, reading, and writing. The Study Skills Assessment Program component allows students to use an individual computer program in the Counseling Center to assess their strengths and weaknesses in ten different areas, including memorization and notetaking abilities. After making the assessment, students can research the individual problem areas for tips to improve their skills. The initial test takes approximately one hour; each subsequent area test takes approximately forty-five minutes. The Center also provides the LearningPlus Program, a fully interactive computer-based program from ETS for students who want to improve basic reading, writing, and mathematics skills. LearningPlus features over one hundred hours of computer-based instruction that allows students to progress at their own pace and contains six interrelated components: the introductory tutorial; a series of diagnostic tests which assess the student's strengths and weaknesses; over thirty-five hours of course work in the three basic areas; five units of nineteen lessons on the principles of reading; four units of twenty-two lessons on the writing process; six units of thirty-one lessons on foundational mathematics.

For Further Information

Dr. Carlos P. Zalaquett, Assistant Director
Counseling Center
Sam Houston State University
Huntsville, TX 77341-2059
Phone: 1-409-294-1720
Email: http://www.shsu.edu/~ccp_cxz/email.html
URL: http://www.shsu.edu/~counsel/remediation.html

Program Title

Counseling Services, Harrisburg Area Community College

Description

Counseling Services at Harrisburg Area Community College supports the community college student population through a number of division offices on four campuses. Academic Support Services provides courses and academic support for students not adequately trained for college-level work in mathematics, English, reading, and biology. The ACT 101 Program on the Wildwood campus helps highly motivated students who meet certain academic and economic criteria to succeed in college, primarily through a program of tutoring, counseling, cultural enrichment, and academic monitoring. The Learning Centers on each campus provide tutorial assistance in writing, reading, accounting, computer literacy, and other skills on a walk-in or referral basis. The Academic Monitoring system under the Basic Education component focuses on those students in the most academic trouble. The system identifies students enrolled in developmental courses who are or may be in danger of academic failure and suggests avenues of assistance, including tutoring and personal counseling. The Basic Education counselor, in conjunction with developmental education instructors, notes those students with a D or F at the end of the fourth week of classes. Those students are then contacted with a letter of concern about their academic performance; the letter also requests students to personally contact a counselor for an interview. During the interview process, needs are assessed and attention given to problem areas.

For Further Information

Counseling Center
HACC-Wildwood Campus
One HACC Drive
Harrisburg, PA 17110
Phone: 1-717-780-2300
URL: http://www.hacc.edu/SERVICES/COUNSELING/counsel.htm

Program Title

Developmental Mathematics Program, California State University-Northridge

Description

The Developmental Mathematics Program at California State University--Northridge is part of the Mathematics Department and employs a fulltime mathematics faculty member, five fulltime staff members, over two dozen mathematics graduate students, and more than sixty tutors. DMP incorporates in-service training for the graduate student faculty via weekly faculty meetings, with the dual goals of improving the teaching of these courses and preparing instructors for potential Ph.D. teaching fellowships or positions at community colleges. The program servces over 4500 students per year, from diverse backgrounds, and is based on the philosophy of multiple learning methods. Students are given primary responsibility of improving their skills and thus may choose from a variety of learning modules, including tutoring, computer-assisted instruction, and group problem solving, as they see fit. The onus of improvement being placed on the student forces the student to focus on needs and select the most useful learning resource. Courses currently offered include arithmetic and measurement geometry; algebra; developmental mathematics; and review of pre-college math; each course earns five semester units. Placement into these courses is based on the California Entry Level Mathematics Exam, required of all new Northridge undergraduate students before the end of their first semester; students who do not demonstrate basic competence in math skills by passing this exam are required to take appropriate steps as early as possible in their enrollment. Failure to take the exam as scheduled or to seek assistance results in academic probation or removal from the university. The Developmental Mathematics Program maintains a website of Supplemental Resources (e.g., practice tests) available to all students at any time.

For Further Information

Developmental Mathematics Program
Music Lawn 224
California State University-Northridge
Northridge, CA 91330
Phone: 1-818-677-2231
Fax: 1-818-677-3634
Email: devmath@scun.edu
URL: http://www.csun.edu/~hfmth006/

Program Title

Division of Academic Assistance, University of Georgia-Athens

Description

University of Georgia System Board Policy (BP Manual 303.20, Developmental Studies Policy) requires a distinct department/division, which includes a Developmental Studies Program (DSP), be maintained at each institution that mandates structured learning support for students with special academic needs. The University of Georgia—Athens' Division of Academic Assistance (DAA) took over the duties of the DSP in the early 1990s, based on the recommendations of a campus task force. The division provides academic assistance to both entering and continuing students and ensures that they have a wide range of academic support to fit their needs. DAA, a division of the Office of the Senior Vice President for Academic Affairs and Provost, includes a developmental curricula in English, mathematics, reading, and study strategies; a comprehensive Academic Center which includes a Learning Center and a peer Tutorial Program; and TRIO federal programs. Some students are required to enroll in Academic Assistance (ACA) courses before core courses, but non-credit enrollment is optional for others. ACA math courses prepare students for college algebra, while ACA English courses prepare them for beginning core courses and "writing across the curriculum" styles. The Tutorial Program offers free tutoring by undergraduate and graduate student peers for many of the core courses on a walk-in or appointment basis; weekly small group sessions are also available. The Learning Center employs a fulltime professional staff along with paraprofessionals and graduate assistants to assist students in such areas as test taking strategies, English as a Second Language, time management, study skills, and preparation for standardized tests.

For Further Information

Division of Academic Assistance
The University of Georgia
Athens, GA 30602
Email: snist@arches.uga.edu
URL: http://www.uga.edu/daa/

Program Title

Division of Student Academic Development, University of Wisconsin--Milwaukee

Description

The Division of Student Academic Development serves as the umbrella for University of Wisconsin--Milwaukee student services ranging from instructional programs for pre-college students to advising, tutoring, and instructional support for minority, disadvantaged, and physically challenged college students. The developmental education component for college students directs a number of offices, each with its especial emphasis. The Academic Opportunity Center offers foundational classes in study skills, reading, and mathematics, in addition to a one-credit, eight-week course on "Foundations of Academic Success" for students on academic probation. A two-credit online study skills course on notetaking, test preparation, library skills, and other basic help aids is also now offered. The Office of Multicultural Affairs serves as a clearinghouse for information on multicultural/disadvantaged campus staff and students and is also the liaison office with the University of Wisconsin System Office of Multicultural Affairs, which directs many of the pre-college programs. The Tutoring and Academic Resource Center provides academic support to undergraduates through 300 level courses (i.e., beyond foundational). Some services are offered through the Academic Opportunity Center, but others, including group tutoring and walk-in assistance, fall to the Tutoring Center, Reading/Writing Center, and Math and Science Tutoring Center.

For Further Information

Gary L. Williams, Assistant Vice-Chancellor
Division of Student Academic Development
University of Wisconsin--Milwaukee
Milwaukee, WI 53201
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URL: http://www.uwm.edu/Dept/DSAD/

Program Title

The Epiphany Project

Description

The Epiphany Project began as a two-year (1994-96) national grant-supported project aimed at providing strategies and support to assist mainstream writing faculty with integrating technology into their classrooms. As sponsored by the University of Richmond, George Mason University, and Virginia Commonwealth University, among others, The Epiphany Project offers a wealth of practical information on a broad variety of writing topics, including teaching with computers, the role of play in technology education, cybersimulations, staff development, and MOO (object-oriented multi-user) lesson plans. For any practitioner desirous of establishing on online writing center or at the least expanding the use of technology in a current program, a series of resource pages cover topics on getting started creating a homepage, a glossary of computer terms, and computer-supported communication across the curriculum. There is also an official Epiphany listserv to which practitioners may subscribe, in addition to a searchable archive of the old mailing list at George Mason University. The website is currently undergoing major revision by web coordinators Joe Essid and Michael Keller, but even in its transitional state is a major resource for practitioners interested in integrating technology into their programs.

For Further Information

Joseph Essid
The Epiphany Project
The Writing Center
University of Richmond
Richmond, VA 23173
Email: jessid@richmond.edu
URL: http://www.has.vcu.edu/epiphany/

Program Title

Foundation Assessment Program, Babson College

Description

Before signing up for classes, all first-year students entering Babson College are required to participate in the Foundation Assessment Program, which provides an overall introduction to the college and its academic resources; assesses student achievement levels in math, technical skills, and writing; and introduces Babson's Foundation Program and the competency-based curriculum. This one-day program takes place at least two months before the students enter the college, to give personnel time to properly place the students in the classes equal to their abilities. For the Math section, students take a twenty-five question hour-long test drawn from conventional secondary school topics (no math beyond Algebra I and II). As all first-year Babson students are expected to have a working knowledge of basic computing skills, the Technical assessment ascertains that entrants can format a disk, copy a file, size windows, add/remove programs, and know how to work with Microsoft Word and Excel. The Writing assessment requires an in-class essay that includes a thesis statement and main supporting points and demonstrates clear organization and grammar. In the final assessment, students are placed in classes at their competency levels, which eases the workload of the college's post-recruitmen developmental program.

For Further Information

Foundation Assessment Program
Babson College
Babson Park, MA 02157-0310
Phone: 1-781-239-5247
Fax: 1-781-239-5322
Email: majorr@babson.edu
URL: http://www.babson.edu/ugrad/fap/

Program Title

Gateway Program, University of Texas at Austin

Description

Established in 1994, Gateway is a two-year program designed to give incoming freshmen and second-year students the opportunity to enroll in regular university courses with smaller class sizes and receive individualized assistance simultaneously. A campus review committee identifies those students who might benefit from limited class size and academic monitoring. Students invited to take part in the program must have achieved a solid high school academic record, be strongly motivated towards college success, and be willing to meet the rigorous demands of student life at the University of Texas at Austin. Courses currently offered via Gateway include chemistry, English, history, math, speech, and theatre and dance. Students are also given the opportunity to receive peer counseling, tutoring, and participate in cultural and recreational activities. The campus' remediation efforts have resulted in a 1999 Retention Excellence Award from Noel-Levitz.

For Further Information

Retention Services
Office of the Dean of Students
University of Texas at Austin
100-B West Dean Keeton St., Suite 4.104
Austin, TX 78712
Phone: 1-512-471-1205
Fax: 1-512-232-4243
Email: jcraw@mail.utexas.edu
URL: http://www.utexas.edu/depts/dos/ret/gateway.html

Program Title

Learning Achievement Program, William Rainey Harper College

Description

Named an "outstanding" program by the National Association for Developmental Education (NADE), the Learning Achievement Program at William Rainey Harper College provides academic support to students at all ability and achievement levels through courses, tutoring, workshops, and specialized services. The Success Services component offers drop-in or appointment counseling in a variety of areas, including a test performance analysis, coping with test anxiety, test taking strategies, and study skills sessions. The staff may also administer a study behavior inventory to identify strengths and weaknesses in academic confidence, short- and long-term study habits, and test taking skills. Some of these services are available to non-Harper College individuals for an hourly fee. The Program also administers a specialized two-semester reading skills course to prepare students for college-level reading requirements. A separate Tutoring Center offers individual attention, study guides, and review seminars/workshops for free to all Harper students and for an hourly fee to non-students.

For Further Information

Learning Achievement Program
Academic Resource Center
William Rainey Harper College
1200 West Algonquin Road
Palatine, IL 60067
Phone: 1-847-925-6715
URL: http://www.harper.cc.il.us/academ/deved/lap.html

Program Title

Learning and Problem Solving in Chemistry, Okanagan University College

Description

This excellent site devoted to examining current problems in the teaching and learning of chemistry subdivides into three components for students: "Learning Chemistry," "The A thru E Approach to Problem Solving," and "Recognition of a Problem in Learning," all by Woodcock. "Learning Chemistry: the importance of the imagination" is a class handout for beginning organic chemistry students. Woodcock argues that the student may choose one of two operational learning memory systems: the locale, used for memorizing location, and the taxon, for learning lists. The choice is up to the students. The "A thru E Approach" is relatively straightforward: analyse the problem, brainstorm for a plan, calculate the solution, defend by checking and presenting a solution, and evaluate the results. "Recognition of Problems in Learning" focuses on a basic problem: students do too little thinking and too much rote learning. Parts of this section are applicable to both faculty and students. Overall, a very good brief overview of basic problem-solving techniques which could be useful to even non-chemists.

For Further Information

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Program Title

Learning Assistance Center, California State University at Long Beach

Description

Founded in 1969 and named as the nation's best program in 1984 and more recently as an "outstanding" developmental education program by the National Association for Developmental Education (NADE), the Learning Assistance Center is the university's primary instructional support service responsible for helping students acquire essential academic and personal skills. The Learning Skills component features various study skills workshops, including time management, reading textbooks critically, and planning for finals. Students may meet with professional staff to evaluate their academic strengths and weaknesses and devise a plan for improvement. Faculty may also request workshops or classroom instruction they believe would benefit the students' ability to learn more effectively, such as applying study skills directly to a particular assignment. The Tutorial Services Program includes drop-in tutoring, individual appointments, and group tutoring; an online tutoring module is currently in the works. Students may also opt for one-unit Supplemental Instruction adjunct classes that emphasize learning skills and their application to a corresponding General Education or introductory course. International students for whom English is a second language may use the services of the Conversation Lab, which in addition to language improvement programs offers introductions to U.S. society, colloquialisms, and cultural differences. Learning Assistance Center staff work closely with faculty upon request to improve student learning and study skills, create special tutorials to support key courses, and help to train discussion leaders and classroom facilitators.

For Further Information

Gen Ramirez, LAC Director
Learning Assistance Center
California State University, Long Beach
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Long Beach, CA 90840
Phone: 1-562-985-5350
Fax: 1-562-985-8999
Email: csulblac@sculb.edu
URL: http://www.csulb.edu/~csulblac/index.html

Program Title

Learning Assistance Center, Hudson Valley Community College

Description

The National Association for Developmental Education (NADE) notes that Hudson Valley Community College has a strong commitment to computer-assisted instruction and a staff well-trained in the use of computer technology. Several of the Learning Assistance Center staff members are Kellogg Institute graduates. NADE also notes that the staff has an excellent recordkeeping system and does a good job of program evaluation. The Center provides drop-in and by appointment academic support to students enrolled in the college and provides individual and small group instruction in the areas of reading, writing, study skills, math, and computer literacy. A Peer Tutoring Program provides free tutoring for most content courses, and a fulltime Learning Disabilities (LD) Specialist works with LD diagnosed students. These students may receive informal personal counseling, self-advocacy training, and assistance in finding note takers and acquiring taped texts. The program also offers a Supplemental Instruction (SI) component. Computer Learning Centers are available to students who need to complete class assignments, practice skills learned in class, and seek assistance with basic skills.

For Further Information

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Learning Assistance Center
Hudson Valley Community College
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Troy, NY 12180
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Email: quirkkat@hvcc.edu
URL: http://www.hvcc.edu/academ/lac/index.html

Program Title

Learning Assistance Program, Appalachian State University

Description

Named an "outstanding" program by the National Association for Developmental Education (NADE), the Learning Assistance Program at Appalachian State offers academic support services to enable students to achieve academic and personal success. The program's philosophy centers on the belief that students can become academically and personally successful if given adequate support, services, time, and appropriate teaching strategies. General Academic Support Services offers one- and two-hour classes on learning and communication skills, including notetaking, test anxiety, and time management. This component also offers a "Lunch and Learn" program of one-hour noontime sessions once per week. Undergraduates may also take part in the university tutorial program, as needed. Student athletes are given special attention on advising, class scheduling, and counseling, in addition to having their own study hall. Since 1992, the Learning Assistance Center has offered special attention also to adult (25+) undergraduate students with special needs assistance and academic advising. Students with identified learning and other disabilities may receive special academic advising, technology assistance, tutoring, self-concept building, and career exploration guidance.

For Further Information

Office of General Studies
Learning Assistance Program
Appalachian State University
Boone, NC 28608
Phone: 1-828-262-2167
URL: http://www.appstate.edu/www_docs/gstudies/lap.html

Program Title

Learning Skills Center, University of Pittsburgh

Description

Since 1974, the Learning Skills Center has provided free support services to University of Pittsburgh undergraduate and graduate students, with approximately 3500 annually participating in skills development, enrichment, and retention services. Students work as math tutors, math undergraduate teaching assistants, student academic counselors, and Supplemental Instruction (SI) leaders; the training program for these paraprofessional positions is nationally certified by the College Reading and Learning Association (CRLA). Each multifaceted component aims at finding the exact approach for individual student learning improvement. The Math component includes a personal math assessment service, individual tutoring for introductory classes, and videotape instruction on such topics as "using the TI-82 calculator." The Reading component focuses on individual assessment, vocabulary development, comprehension skills, memorization, textbook analysis, and speed reading. Student Academic Counselors teach most of the four-to-five week group Study Skills Workshops, which usually meet once per week for up to two hours. One-on-one assistance is available, but on a limited basis.

For Further Information

Georgine Materniak, Director
Learning Skills Center
University of Pittsburgh
311 William Pitt Union
Pittsburgh, PA 15260
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Email: gmater+@pitt.edu
URL: http://www.lsc.cis.pitt.edu/

Program Title

Learning Skills Programme, York University

Description

The Learning Skills Programme offers four Web-based Powerpoint presentations that walk a student through the basics of reading improvement, time management, notetaking, and exams. Each presentation is written in simple language and gives the student a chance to answer questions as s/he develops new skills. For example, the reading presentation, composed of twenty-four slides, first asks the student to read a short paragraph and write a title that summarizes its main idea. Follow-up slides reinforce the student's self-esteem by suggesting that many people have difficulty remembering and understanding the passage. But the program then demonstrates how much easier it is to recall the passage if provided with a title to guide the reader. No slide gives detailed information, but each one has practical tips for the student to note. The other presentations are equally informative and useful for the student in need of basic study skills. The Learning Skills Programme has also developed a series of Web-based handouts to complement the Powerpoint presentations.

For Further Information

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Learning Skills Programme
Counselling and Development Centre
York University
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Toronto, Ontario Canada M3J 1P3
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Email: bposer@yorku.ca
URL: http://www.yorku.ca/admin/cdc/lsp/webpres.htm

Program Title

Mathematics Readiness Course, University of Saskatchewan

Description

Mathematics Readiness Course is an online tutorial program that gathers together topics from arithmetic, algebra, geometry, and trigonometry that are most frequently used in university courses with a high degree of mathematical content and that college-level students should be expected to know. This course is designed primarily to refresh skills learned in high school, but it was actually initiated as a remediation program for adult returning and poorly-equipped high school students. The program has two basic components--interactive Java-based simulations (the Virtual Mathematics Laboratory, or VML) and exercises in HTML format. Exercises for each of the twenty-seven lessons are classified into three groups, according to degree of difficulty, with the B level at university work and C more challenging. Two versions are currently operational, one for members and another for nonmembers. The nonmembers version allows access to all of Lesson #1, Quiz #1, and the first station in the Linear Functions VML. To take advantage of the full version, one must become a member by contacting the Mathematics Readiness Course staff.

For Further Information

Dr. Keith Taylor
Dept. of Mathematics and Statistics
University of Saskatchewan
106 Wiggins Road
Saskatoon, SK S7N 5E6
Phone: 1-306-966-6100
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Email: readin@math.usask.ca
URL: http://math.usask.ca/readin/

Program Title

MET Learning Center, University of Charleston

Description

The University of Charleston is a small (1500 student) privately supported co-educational university in West Virginia. Named an "outstanding" program by the National Association for Developmental Education (NADE), the Multimedia, Educational Tutoring, and Learning Center (MET Learning Center) is an academic support service which provides programs in developmental skills, enrichment skills, and individualized instruction in addition to coursework support. The math and writing center provides drop-in and scheduled tutoring services, including assessment, reinforcement, and enrichment. Instructors also provide professional tutoring in mathematics and English as needed. Supplemental Instruction Tutoring is a peer-led group tutoring program offered in introductory college algebra, general physical science, anatomy and physiology, and LifeSpan courses. A nationally certified tutor training course, MET 110, is used to train the tutors for this program. Students with diagnosed learning disabilities can receive instruction in notetaking, test taking, study, and memorization skills, in addition to reading, spelling, and written language remediation.

For Further Information

MET Learning Center
University of Charleston
2300 MacCorkle Ave., S.E.
Charleston, WV 25304-9954
URL: http://www.uchaswv.edu/academic/suppsrvc.html

Program Title

METRIC Project, Imperial College

Description

METRIC, Mathematics Education Technology Research at Imperial College, began in early 1996 as a continuation of the externally-funded Transitional Mathematics Project, designed to better prepare new students to handle university-level mathematics. The Project currently contributes to the development of computer-based approaches to mainstream university math teaching at an inter-departmental level, assisting with not only mathematics but also chemistry, materials science, and civil engineering; part of this component involves authoring materials to support these web courses. The program additionally investigates the educational uses of computer mathematics software for practical applications and continues to do basic research in mathematics education. One offshoot of the research was publication of the book Experiments in Undergraduate Mathematics: a Mathematica-based approach (Imperial College Press, 1996), which employs Mathematica software for developing skills. This website provides quite a few fulltext papers and articles, mostly on Mathematica and its applications, for viewing and downloading, and a separate webpage on "Computer Algebra in Mathematics Education."

For Further Information

The METRIC Project
Mathematics Department
Imperial College
London, England SW7 2BZ
Phone: +44 (0)171-594-8503
Fax: +44 (0)171-594-8517
Email: metric-proj@ic.ac.uk
URL: http://othello.ma.ic.ac.uk/index.html

Program Title

Mission: Critical, San Jose State University

Description

Mission: Critical is an award-winning Web-based tutorial designed to help students understand the basic theoretical and practical concepts behind critical thinking skills. As the State of California mandates critical thinking as part of the core curriculum of all institutions of higher education, such a program could have vast potential impact for improving skills transferable from university to university. At San Jose State University, critical thinking courses can be found in numerous departments, including English, History, and Psychology. As this program has evolved over the years, the editors have retained three distinct versions for viewing. Students are taken through numerous elements of critical thinking, including the basic parts of an argument, basic relations (e.g., conjunctions and disjunctions), inductive reasoning, and fallacies. Within each section is a series of questions and answers that further illustrate and help the student understand that particular topic. Some of the language might be too advanced for students with language and other reading disabilities, but for the most part the sections are well done and simple to follow.

For Further Information

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Mission: Critical
Dept. of English
San Jose State University
San Jose, CA 95192-0090
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Program Title

Online Writing Lab, Purdue University

Description

Purdue's Online Writing Lab (OWL) is the online presence of the campus Writing Lab, and as such provides users with the resources they need to become better writers in a distance learning environment. Formed in 1994 as the first website of its kind in the U.S., the Purdue OWL is available to any user anywhere in the world and reports thousands of hits per day. Currently consisting of over 150 online "pages," The OWL offers composition advice, grammar help, and referrals to other information sources, including Internet search tools, resources for teachers, job searches, and information about other online writing labs. Purdue students receive priority attention, and response time is normally 24 hours. Non-Purdue users are asked to limit their questions to those requiring only a brief response. The OWL staff do not proofread papers. The site also offers an Online Tutoring Demonstration, which gives other learning skills staff some idea of how requests are handled. Most impressive is Purdue OWL's handout page, with dozens of brief but useful suggestions on how to improve one's writing. Many of these pages include online exercises and answer keys, written in simple language. Topics currently include sentence construction, planning and revising papers, parts of speech, punctuation, professional writing, writing in the job search, English as a Second Language, and writing research papers. Purdue's OWL is a model site for any program offering remediation and assistance through distance learning.

For Further Information

Teddi Fishman, OWL Coordinator
Online Writing Lab
Purdue University
228 Heavilon Hall
West Lafayette, IN 47907
Phone: 1-765-494-3723
Email: owl@cc.purdue.edu
URL: http://owl.english.purdue.edu/

Program Title

Online Writing Lab, Roane State Community College

Description

For a small community college online writing lab (OWL), Roane State Community College's website sponsored by the Oak Ridge Writing Center provides a wealth of online information. A number of brief guides to writing essays, including organization and argumentation, are posted with examples of good style and correcting basic grammatical and structural problems. Students will appreciate the numerous varieties of essays posted, including cause/effect, descriptive, evaluation, narrative, and comparison & contrast. To support the campus' nursing program, the site includes specific advice geared toward those students. Links to additional online writing resources and resume writing help are also posted. For practitioners, brief Writing Center articles are available fulltext, including a good overview of community college writing centers in an age of transition and a description of the pilot project of the Cyberspace Writing Center Consultation Project. The Writing Center also offers a three and four credit-hour practicum on writing center theory and the practice of tutoring writing students, which gives participants an opportunity to develop skills in a real-world setting.

For Further Information

Jennifer Jordan-Henley, Director
Oak Ridge Writing Center
Roane State Community College
728 Emory Valley Road
Oak Ridge, TN 37830
Phone: 1-423-481-2026
Email: jordan_jj@a1.rscc.tn.us
URL: http://www2.rscc.cc.tn.us/~jordan_jj/OWL/owl.html

Program Title

On-Line Writing Lab, University of Arkansas at Little Rock

Description

The On-Line Writing Lab (OWL) at the University of Arkansas at Little Rock was developed by the campus University Writing Center for students and faculty who need writing help but who for some reason could not come to the Center during normal business hours. Anyone may use the service, but priority is given to members of the campus community. Participants submit texts (no page limit is set) via email to OWL staff, who will then insert comments and suggestions as appropriate. Staff do not edit papers, however. Normal response time is approximately 24 hours for texts and questions submitted via email. The Lab has also posted a series of brief information sheets that address common questions, although participants may still ask questions that are not found on the list. Current information sheets include writer's block, essay tips, subject-verb agreement, and preparing for the Writing Proficiency Exam (required for all undergraduate University of Arkansas at Little Rock degrees).

For Further Information

University Writing Center
Student Union B, Room 116
University of Arkansas at Little Rock
2801 S. University
Little Rock, AR 72204
Phone: 1-501-569-8343
Email: owl@ualr.edu
URL: http://www.ualr.edu/~owl/

Program Title

Preview Program, University of Texas at Austin

Description

The Preview Program is a seven-week "headstart" program for Presidential Achievement Scholarship African American and Hispanic freshmen regularly admitted to the University of Texas at Austin which gives them an introduction to the campus structure while simultaneously providing a more welcoming atmosphere than they might expect in the fall semester, when almost 50,000 arrive on campus. Prospective students may attend a one-week orientation to the university and then enroll in six semester hours of regular college courses (e.g., English, physics, sociology, economics) during the second term. Students receive tutoring and Supplemental Instruction to master college-level academic skills while improving their study skills. Each student is also assigned a peer counselor and mentor with whom they regularly meet during the seven-week period. Students may also participate in recreational activities, social functions, and weekly workshops to smooth over the high school-to-college transition process. Over 600 students have passed through the Preview Program since its inception, and records show that participants were graduated at a significantly higher rate than their ethnic minority group peers.

For Further Information

Retention Services
Office of the Dean of Students
University of Texas at Austin
100-B West Dean Keeton St., Suite 4.104
Austin, TX 78712
Phone: 1-512-471-1205
Fax: 1-512-232-4243
Email: love.jones@mail.utexas.edu
URL: http://www.utexas.edu/depts/dos/ret/preview.html

Program Title

Professor Freedman's Math Help

Description

Professor Ellen Freedman's website provides information about basic math and algebra and specifically addresses the needs of the community college adult learner, although all students in need of developmental math skills will find this site useful. A former high school math teacher, Dr. Freeman has more recently worked with college-level hearing-disabled students in need of math development skills and has also trained faculty to better serve this special population. She currently chairs the Math Skills Dept. at Camden County College. The site primarily addresses math anxiety in a general way, including "ten ways to reduce math anxiety" and a "student's math anxiety bill of rights," but the more helpful section is the "student tutorials," with actual examples of math problems and solutions by students, for students. Students can also take an extensive Internet math course. Numerous links to other math skills websites are also available. Unfortunately, the site is marred by lengthy musical selections that automatically blare with the opening of each new page.

For Further Information

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Dept. of Academic Skills/Math
Camden County College
200 N. Broadway
Camden, NJ 08102
Phone: 1-856-227-7200
Email: mathprof@philly.infi.net
URL: http://www.geocities.com/CollegePark/Quad/4392/

Program Title

Project ASSIST, University of Wisconsin--Whitewater

Description

Project ASSIST supports and assists University of Wisconsin—Whitewater students with learning disabilities, helping them to become independent learners who will be successful in college. The unit's tutors teach strategies, monitor progress, provide structure to the student's academic needs, and lend support as necessary. During the one-on-one sessions between tutor and student, strategy use is modeled and monitored, study habits and time management skills assessed, and course content reviewed. Project ASSIST offers a series of programs, including cooperative learning group sessions outside the context of specific coursework (e.g., study skills), study groups using cooperative learning styles, basic skills workshops (e.g., spelling), individual academic advising, career exploration, providing testing accommodations, and computer workshops. The center also maintains study rooms and a computer lab which are available exclusively to Project ASSIST students twenty-four hours a day. To enter the program, prospective students must apply directly to the university and Project ASSIST simultaneously. The center also offers a four week summer transition program to ease the move from high school to college for high school graduates.

For Further Information

Project ASSIST
Roseman 2019
UW--Whitewater
Whitewater, WI 53190
Phone: 1-414-472-4788/5239
Email: ASSIST@uwwvax.uww.edu
URL: http://www.uww.edu/StdRsces/projasst/PA_PRIME.HTM

Program Title

Project Success, University of Wisconsin--Oshkosh

Description

Project Success is a remedial program based at the College of Education and Human Services currently serving approximately two hundred dyslexic students at the University of Wisconsin--Oshkosh. The program's goal is for all participants to "become independent in and across all of these major educational areas: mathematics, spelling, reading, writing, comprehension and study skills." The goal of the program is for these full-time students to master the entire phonemic sound structure of American English by the end of the program. Project Success is one of the few programs nationwide using a remedial rather than tutorial assistance program for dyslexic students. That is, the student develops the necessary language skills to read, write, and spell effectively and efficiently to the point of becoming academically independent, rather than have a support person serve as a permanent intermediary between text and student. Tutors help students learn how to read a book and apply study skills, rather than serve as readers for the students. No taped books or library are available for students using this approach. The program coordinators hope that the students will reach academic independence within two to seven semesters after entry into the program, depending upon the level of disability. Project Success also has a Spanish Component through which students can earn up to eight credits in Spanish.

For Further Information

Project Success
College of Education and Human Services
University of Wisconsin--Oshkosh
Oshkosh, WI 54901
Phone: 1-920-424-1033
Email: Kitz@uwosh.edu
URL: http://www.uwosh.edu/organizations/success/

Program Title

The Provisional Student Program, College of Charleston

Description

Provisional students are those enrolled annually at the College of Charleston who do not fully meet university entrance requirements but show potential. The first-year student is assigned specific coursework, up to sixteen credit hours, and is evaluated on his progress throughout the academic year. Coursework includes six semester hours each of basic English and mathematics, history, a foreign language, humanities, natural science, and social science. Students must be in "good standing" (i.e., have a particular gpa per hours earned) to remain in the college. All provisional students must sign a Provisional Student Contract, in which they agree to meet specific course requirements and limit their outside employment and non-academic activities. Provisional students also take a Learning Strategies class to enhance their study and critical thinking skills. Students are challenged to examine their learning styles and adapt learning and study methods to the coursework. Although studying takes top priority, students are allowed to participate in extracurricular activities. Students are urged to take advantage of the colleges supplemental learning facilities, including the Center for Academic Advising and the College Skills Lab. Charleston's retention efforts have resulted in a 1999 Retention Excellence Award from Noel-Levitz.

For Further Information

Will Williams III, Coordinator
Provisional Student Program
Office of Educational Services
College of Charleston
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Charleston, SC 29424
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Fax: 1-843-953-7731
Email: williamswi@admin.cofc.edu
URL: http://www.cofc.edu/~educsrvs/Provisional.html

Program Title

Resources for Teachers of Developmental Mathematics, Mathematical Association of America

Description

Although this website is not program-specific, it is a useful starting point for anyone interested in the area of developmental mathematics. Currently undergoing construction, the website upon completion will feature four major components: an annotated bibliography of articles related to developmental math, including articles on adult learners and experimental programs; descriptions of successful developmental programs; an electronic discussion group; and links to other groups working on developmental math. The bibliographies are relatively short and, oddly, unannotated, although the section is clearly labelled as being annotated. The section on successful programs is also relatively brief, featuring only eight examples as of this writing. However, the reader can obtain contact information from each of the descriptions. The "Other Groups" component currently only links to Jack Rotman and the American Mathematical Association of Two-Year Colleges, although the site has some interesting material. Once again, a site with powerful potential if regularly maintained and updated.

For Further Information

Subcommittee on Developmental Mathematics
Mathematical Association of America
1529 Eighteenth St., NW
Washington, DC 20036
Phone: 1-800-741-9415
Email: bgoldb@mondec.monmouth.edu
URL: http://www.monmouth.edu/~bgold/DvMthIn.html

Program Title

Student Learning Assistance Center, Southwest Texas State University

Description

The Student Learning Assistance Center (SLAC) at Southwest Texas State University is certified by the College Reading and Learning Association (CRLA), which allows it in turn to certify tutors who have met strict academic standards and received training in a variety of tutoring topics. Tutors must have a minimum 3.0 gpa and several faculty recommendations for each content area. Applicants are interviewed to determine interpersonal skills, tested on academic skills, and must complete a counselor training program prior to joining the staff. The Learning Lab is staffed by peer counselors who help students in writing, mathematics, science, history, philosophy, and accounting, in addition to preparing for state and national exams (e.g., GRE). Student peer counselors work with students in thirty-minute sessions and do not take appointments. SLAC also maintains a residence hall tutoring (RHT) program designed to provide academic tutoring after the Lab is closed. Counselors stationed in specific residence halls provide assistance in various academic areas during the fall and spring semesters only. The Student Learning Assistance Center has developed a series of online handouts on writing, mathematics, and study skills, in addition to offering distance tutoring in mathematics and writing through its online labs. The program also makes use of Supplemental Instruction (SI) in a number of areas, including physics, history, and chemistry.

For Further Information

Dr. Carol Dochen, SLAC Program Director
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San Marcos, TX 78666
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Email: cd03@swt.edu
URL: http://www.swt.edu/SLAC/

Program Title

Student Learning Center, the University of California at Berkeley

Description

The Student Learning Center at the University of California is one of the largest learning assistance centers in the nation, serving thousands of Berkeley students from a wide range of ethnic and racial groups. To serve such a diverse group, the Center offers a variety of programs geared towards specific needs. Students in need of basic assistance may take one- or two-credit unit adjunct courses, which are offered in conjunction with large lower-division lecture courses. Adjuncts use required reading and/or assignments to develop effective critical reading, writing, and test-taking skills. Active participation and peer collaboration are emphasized. Writing Workshops, comprised of six-to-eight students from the same section, are designed as an alternative to the traditional classroom environment and support student work in 1A and 1B introductory courses. A student-coordinated Lecture Series exposes students to alternative and nontraditional approaches to history. To bring student computer skills up to the college level, the Center provides a Computer Tips page with instructions and suggestions for email, WWW, and word processing. As Berkeley supports a large international population, SLC offers specialized assistance to non-native speakers of English, including an online grammar hotline, editing tutorials, workshops on crosscultural expectations in reading and writing in the disciplines, and report writing instruction.

For Further Information

Cara Stanley, Director
Student Learning Center
University of California at Berkeley
Berkeley, CA 94720
Phone: 1-510-642-8818
Email: arac@uclink4
URL: http://www-slc.uga.berkeley.edu/SLCHP.html

Program Title

The Study Skills Help Page, Middle Tennessee State University

Description

The Study Skills Help Page at Middle Tennessee State University gathers basic information about the campus' developmental education program in addition to links to websites on college success. Information at this site includes descriptions of basic (e.g., basic writing) and developmental (e.g., elementary algebra) courses; program attendance and grade policies; advice from former students; annual syllabi, many of which include Web-based assignments which students can access at their convenience; test review sheets; Web-based reviews and practice tests; and an extensive collection of links to other study strategy websites. The section on Strategies for Success features a number of brief non-interactive but helpful discussions for students, including "Ten Tips You Need to Survive College," "Getting the Most from Reading Your Textbook," "Checklist for Discussion or Essay Tests," and "Setting Goals." The Study Skills Help Page is generally well-organized, although much of the information is at least one-level down from the main page. Overall, however, an interesting use of the Web for developmental education.

For Further Information

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Developmental Studies Department
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Middle Tennessee State University
Murfreesboro, TN 37132
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Fax: 1-615-898-5907
Email: chopper@mtsu.edu
URL: http://www.mtsu.edu/~studskl/#anchor336628

Program Title

Success in Math, St. Louis University

Description

Provided by the St. Louis University Dept. of Mathematics and Mathematical Computer Science, "Success in Mathematics" is a medium-length Web-based guideline which offers tips on how to study mathematics, how to approach problem solving, how to study for and take tests, and how to get additional assistance. First, the student must take an active approach to studying--attending class daily, taking complete notes, and asking questions during the class. Problem solving might involve using George Polya's four-step method, as presented in his book How to Solve It, 2nd ed. (Princeton UP, 1957): understand the problem, devise a plan, carry out the plan, and look back. Study tips include going over each section and re-working problems, determining what sort of problems the student has learned to solve, explaining aloud how each solution strategy is used, and taking practice tests. When taking a test, the student should first look over the entire test, then start with the problems that best suit him (rather than starting at the top and working down). Being aware of the passing time and allowing more time for solving difficult questions will help overall. Generally, some very useful tips for developmental math students, although the webpage itself is marred by HTML errors.

For Further Information

Dept. of Mathematics and Mathematical Computer Science
St. Louis University
221 N. Grand Blvd.
St. Louis, MO 63103
Phone: 1-314-977-2444
URL: http://euler.slu.edu/Dept/SuccessinMath.html

Program Title

Summer Remediation Program, Morehouse College

Description

Morehouse College has long been considered the premiere institution for the education of African American males and as such has a standing commitment to excellence. To meet the needs of those prospective students not fully prepared for the rigors of Morehouse academic life, the university developed a six-week residential summer program which offers students a chance to refine their skills in mathematics, English, and reading, in addition to developing a sense of community. The program is required of all students who do not meet Morehouse's academic admissions requirements. The college charges $2000 per student for participation, but need-based scholarships are available. Academically successful upperclassmen also share the dorm space with participants, serving as counselors and tutors as needed. The program's success is reflected in its freshman-to-sophomore retention rates, which have risen from 79 percent in 1994 to 82 percent in 1997, although the four-year graduation rate remains steady.

For Further Information

Sterling Hudson III
Vice-Provost for Admissions and Enrollment Management
Morehouse College
830 Westview Dr., SW
Atlanta, GA 30314
Phone: 1-404-215-2748
Email: shudson@morehouse.edu

Program Title

Summer Suspension Waiver Program, Central Missouri State University

Description

Students on academic suspension at Central Missouri State University with gpa's between 1.50 and 1.99 may be readmitted for summer classes through the Summer Suspension Waiver Program. Participants must attend weekly conferences with Educational Development Center faculty who serve as mentors. The mentors monitor attendance, exchange information with the student's instructors, examine reasons for past difficulties, and suggest strategies for improving academic performance. Those students who achieve at least a 2.0 summer average and who cooperate with their mentors are permitted to enroll for fall classes.

For Further Information

Educational Development Center
Humphreys 127
Central Missouri State University
Warrensburg, MO 64093
Phone: 1-660-543-4061
Fax: 1-660-543-4829
Email: edc@cmsu1.cmsu.edu
URL: http://www.cmsu.edu/edc/sumsusp.html

Program Title

Tutoring and Learning Center, University of Texas at El Paso

Description

The services of the Tutoring and Learning Center are free and open to all University of Texas at El Paso students, regardless of gpa or status. The Center offers students the chance to either receive one-on-one assistance from a mentor or to enroll in a Supplemental Instruction (SI) Group for biology, chemistry, psychology, and other classes. Online mathematics and writing assistance is available primarily through links to other websites, with some handouts. Most interesting at this site, however, is the Distance Tutoring component, which allows off-campus students who have quick question to get fast answers on any topic, rather than just writing skills (as is the case with many similar online centers). The Distance Tutoring service will not accept complete problem sets or papers for review. Students physically present in the Center receive priority attention, and the service has limited hours on weekends. Students may phone in a question, fax or email it. A brief online Accounting/Business Room has been established to assist students with their coursework in that area. Additional help for English as a Second Language and Special Needs students is also available.

For Further Information

Director
Tutoring and Learning Center
University of Texas at El Paso
El Paso, TX 79968
Phone: 1-915-747-5366
Email: tlc@utep.edu
URL: http://www.utep.edu/tlc/

Program Title

The Writers Center, Colorado State University

Description

The Writers Center at Colorado State University is a service of the Department of English and as such offers free writing consultation to all members of the campus community and residents of the Fort Collins area. Writing Consultants are graduate students who have taught writing courses on campus. Besides traditional face-to-face tutoring, the Writers Center offers an online writing center (OWL) with a variety of components. The online tutorials are pulldown menus that help writers generate texts that may be used for writing projects. Most tutorials are fewer than fifteen screens long and can be completed in less than half an hour. An extensive list of reference materials is also available electronically, including information on writing and reading processes, speeches and presentations, social science and qualitative research, and working with graphics and tables. The Writers Center has begun work on Interactive Demonstrations (ID) which take users step-by-step through using resources, but thus far only two demonstrations are available. As with other OWL's, users may submit papers for online consultation, but help is usually limited to a thirty-minute session; turnaround time is normally two days. However, users may also request virtual appointments to discuss writing problems with a tutor.

For Further Information

Nick Carbone, Director
The Writers Center
Colorado State University
Fort Collins, CO 80523
Phone: 1-970-491-0222
Email: tutor@vines.colostate.edu
URL: http://www.colostate.edu/Depts/WritingCenter/index.html

Program Title

Writers' Workshop, University of Illinois at Urbana-Champaign

Description

The Writers' Workshop, part of the Center for Writing Studies at the University of Illinois at Urbana-Champaign, provides free writing assistance for the campus community at all levels. Participants can meet with writing consultants who are experienced writers and teachers of writing for one-hour sessions by appointment or walk-in. As at other writing centers, the Writers' Workshop staff will consult and assist in the entire writing process save for proofreading the final product. An online grammar handbook provides brief information on parts of speech, phrases, clauses, sentence elements, and common usage problems. A separate Writing Tips section on the website leads to advice on general techniques, such as paragraphing, parallelism, and developing a thesis statement, in addition to genre-specific techniques (e.g., writing abstracts, cover letters, etc.). An extensive list of links to other online writing centers (OWLs) and websites for obtaining critiques of one's writing is also available, in addition to links to specifically business and technical writing help sites. No extensive direct online help is currently available from the staff, however.

For Further Information

Michael Pemberton, Director
The Writers' Workshop
251 Undergraduate Library
1402 West Gregory Drive
University of Illinois
Champaign, IL 61820
Phone: 1-217-333-8796
Email: wow@uiuc.edu
URL: http://www.english.uiuc.edu/cws/wworkshop/index.htm

Program Title

Writing Associates, Lafayette College

Description

Writing Associates are one part of the multifaceted College Writing Program at Lafayette College. Writing Associates (WA's) are specially trained paid undergraduates who assist fellow students as peer advisors. A WA may be from any discipline but must pass through an extensive interviewing process. Prospects are selected primarily for their proven writing ability and eagerness to help others. Each Writing Associate meets with select students in an affiliated course at least six hours a week in short sessions and four times per semester in conferences of approximately thirty minutes; attendance at weekly staff meetings is also required. The WA is neither a proofreader nor editor, but rather an informed reader who can help the student formulate questions about his own writing and find solutions to difficulties. The program coordinators also stress that this is not a remedial program, although it does provide assistance. WA's provide feedback to faculty on assignment design, student progress, and evaluation of written work. Each semester, the program employs fifty to sixty WA's, with over one-third (@750 students) of the student body receiving assistance. All WA's receive and are expected to follow Lafayette's Handbook for Writing Associates while employed by the College Writing Program.

For Further Information

Patricia Donahue, Director
The College Writing Program
English Department
Lafayette College
Easton, PA 18042
Phone: 1-610-252-8315
Email: donahuep@lafayette.edu
URL: http://www.lafayette.edu/~writprog/cwp.htm

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Program Title

The Writing Center, Claremont Graduate University

Description

The Writing Center offers six free hours of individual paper consultation each semester for every Claremont graduate student, assisting with polishing the work and clarifying ideas. Basic tutorial services are available, in conjunction with Writing Center consultants (Claremont Graduate University students), but the center focuses more on improving the stylistic (rather than structural) skills of its clients. The center also serves as a resource library for print and online materials, including writing texts and style manuals. Many handouts are available online, and although the list is not as extensive as can be found on other writing center websites, Claremont's includes some unique material, such as fellowship/grant proposals and preparing papers for conferences. Workshops are given throughout the academic year, in conjunction with professors from various disciplines. Some workshops cover general topics, whereas others focus on such issues as writing for publication in scholarly journals and technical writing. The Writing Center also offers a five-week non-credit workshop on "Writing Graduate Papers" in which students learn the secrets of successful upper-level writing. An online "Faculty Handbook on Writing Issues" provides professors' advice on writing, working with international students, and assessing student writing. An additional unique feature of the Center is the online Semester Report, which allows anyone to read about the development of the center and its success rate with student clients. An online writing center (OWL) is available for brief consultations.

For Further Information

Carol Ellis, Director
The Writing Center
Claremont Graduate University
171 E. Tenth Street
Claremont, CA 91711
Phone: 1-909-607-2635
Email: writecenter@cgu.edu
URL: http://www.cgu.edu/resources/wrtctr.html

Program Title

The Writing Center, Michigan State University

Description

Established primarily to provide writing workshop support to students and assistance to faculty interested in integrating writing assignments into their coursework, the Writing Center at Michigan State University serves both the campus and neighboring community to better improve all aspects of the state of writing. Within a theoretically-constructed infrastructure, Project CONNECTS (Collaborative Network of New and Experienced Consulting Teachers and Students), the Center attempts to create a culture of writing and continuous inquiry using a practice called consultative teaching (CT). CT involves a combination of collaborative learning, peer tutoring, service learning, student research, and jointly conducted student-faculty research geared towards improving teaching and learning in a cost-effective manner. As part of this connectivity, the Center has established a network of "consultancies" which focus on particular audiences, such as undergraduates, graduate students, faculty/teachers, service agencies, and K-12 students. Each individual constituency has its own program, which might include walk-in and by-appointment writing consultations. The Center has also developed an Internet Writing Consultancy to assist the campus community with developing the Web as a resource and teaching tool. Users may submit questions on specific concerns to the Grammar and Usage Hotline. Michigan State's is one of the most extensive writing programs in the U.S., but even smaller institutions will find some useful ideas on these pages.

For Further Information

Writing Center
Michigan State University
300 Bessey Hall
East Lansing, MI 48824-1033
Phone: 1-517-432-3610
Fax: 1-517-432-3828
Email: writing@pilot.msu.edu
URL: http://writing.msu.edu/

Program Title

The Writing Center, Sinclair Community College

Description

The mission of Sinclair Community College's Writing Center is to help students acknowledge academic conventions and to adjust their writing accordingly. The Writing Center is separate from the campus' English Learning Center, which is available only to students enrolled in Developmental English courses. Students utilizing the Writing Center are offered individualized instruction for all disciplines and a classroom learning environment. Besides the usual online resources such as grammar and spelling helpers, style guides, and research/essay assistance, the Writing Center's website offers a brief but potentially powerful section on links to Professors' Class Materials. For example, a student can access a specific English professor's link and see what s/he has posted as supplemental instruction for a class. A course in English Composition I might have clickable links (in Word format) to documents on how to choose an appropriate topic for an audience, how to begin an introduction, practice evaluations, and writing process stages. Students can access these brief materials anytime and from anywhere and then utilize the Writing Center staff if they have further questions or problems. Not all of the posted material will be "remedial," of course, but the professor could link online help guides to subjects that the students find particularly difficult. An excellent example of how a small college can effectively use technology for improving skills throughout the curriculum.

For Further Information

Dr. Crystal Harris, English Area Coordinator
The Writing Center
Sinclair Community College
444 West Third Street
Dayton, OH 45402-1460
Phone: 1-800-315-3000
Email: charris@sinclair.edu
URL: http://www.sinclair.edu/departments/writingcenter/

Program Title

The Writing Center, University of Toledo

Description

The Writing Center at the University of Toledo has taken a major step forward towards computerized delivery of student services with the introduction of its On-Line Writing Lab (OWL), which serves as a supplement to the traditional format. The Center works with students, faculty, and staff on all types of writing projects in any subject, including personal writing, application essays, resumes and cover letters, and aims to provide writers with transferable skills that will help with future projects. The Center does not, however, proofread papers. Writers can access a number of concise but well-written writing handouts on such subjects as using parentheses, writing coherent paragraphs, developing a thesis statement, and correcting sentence fragments. The E-Mail Tutoring Page gives students the opportunity to email Center staff with questions and concerns about writing papers, although the staff will not make corrections. The student fills out an online questionaire, uploads part or all of the paper in question (up to five pages), states concerns, and emails the form. Responses are normally emailed back to the sender within forty-eight hours. The Center is also extremely committed to the Writing Across the Curriculum (WAC) concept of developing writing intensive courses to promote excellence in education. Overall, an extremely interesting and innovative program, with an eyecatching website.

For Further Information

Director
The Writing Center
University of Toledo
Toledo, OH 43606
Phone: 1-419-530-4939
Email: wcenter@pop3.utoledo.edu
URL: http://writingcenter.utoledo.edu/

Program Title

Writing Lab Online, Bowling Green State University

Description

The Bowling Green State University Writing Lab, a division of the Office of Academic Enhancement, is dedicated to helping writers take advantage of all the opportunities for learning inherent in the writing process. All campus staff, faculty, and students may avail themselves of the lab's services for one-on-one assistance at any stage of the writing process. Tutors can help writers develop a thesis, generate ideas, revise drafts, and improve their proofreading skills, but they will not proof a paper. Users may also post questions to the online writing lab and get a response to basic questions within twenty-four hours. Online help might include ways of getting started on a paper, sentence structure, clear and effective phrasing, or documentation formatting. Online writing assistance pages are also accessible for a variety of topics, including using adjectives and adverbs, organizing a paper, understanding verb tenses, and writing a good introduction. Information is not as plentiful on this page as can be found elsewhere on the Web, especially Purdue's or the University of Toledo's online writing lab (OWL) programs.

For Further Information

Writing Lab Online
303 Moseley Hall
Bowling Green State University
Bowling Green, OH 43403
Phone: 1-419-372-2221
Email: writime@bgnet.bgsu.edu
URL: http://www.bgsu.edu/departments/writing-lab/index.html

Retention Programs

Program Title

Academic Advising Program, South Mountain Community College

Description

South Mountain Community College is part of the Maricopa County Community College District in Phoenix, Arizona and has been offering classes only since the early 1980s. The college retention program is unique in that it tracks students not only through the standard First-Year Experience (FYE) but also into a Second-Year Experience (SYE) and beyond. The FYE is designed to help first-year fulltime (12+ credit) students make the transition into college. Activities include academic program advising, developing a personal educational plan, FYE orientation, tutoring and study skills, counseling and personal development classes, and other means of assistance. The SYE, for students with 25-40 credits, includes regular meetings with an academic advisor and construction of a SYE resource binder, meetings with the Career Services Center Coordinator to discuss the Discover Program (careers), clarifying academic and career goals, familiarization with the various degree programs, and instruction in using the Web for research. Afterwards, students move into the Go G.E.T. It Program (Graduation, Employment, and Transfer) to prepare for exiting the college. G.E.T. features scholarship search programs, group meetings and advising, financial aid application assistance workshops, and full academic advisement services.

For Further Information

Henrietta A. Harris, Associate Dean
Student Development Center
South Mountain Community College
7050 South 24th Street
Phoenix, AZ 85040
Phone: 1-602-243-8330
URL: http://www.smc.maricopa.edu/sub1/sdc/advising.html

Program Title

AHANA Student Programs, Boston College

Description

AHANA is an acronym for African American, Hispanic, Asian, and Native American students, created almost twenty years ago by a Boston College student as a replacement for the perjorative term "minority." All members of the campus community, including faculty and administrators, are urged to use "AHANA" in place of "minority" in all of their communications, under the belief that student self-esteem will subsequently rise and the student will feel a vital part of the campus culture while maintaining cultural diversity. Staff of the Office of AHANA Student Programs are involved in a variety of student services, including performance monitoring, personal and group counseling, tutoring, and special workshops. The Office now claims a retention rate of approximately 93% for a target group of forty students who participated in a six-week summer academic enrichment and orientation program (Options Through Education), as opposed to a 17% retention rate in the late 1970s. All AHANA students, not just target groups, are eligible to participate in Office services, however. The Office is also involved in the AHANA Leadership Academy to develop student leadership skills and enhance their commitment to service, and the Discovery Weekend, a recruitment weekend experience for potential AHANA students.

For Further Information

Dr. Donald Brown
Office of AHANA Student Programs
Thea Bowman Center
Boston College
72 College Road
Chestnut Hill, MA 02167-3805
Phone: 1-617-552-3358
Email: brownd@hermes.bc.edu
URL: http://www.bc.edu/bc_org/svp/ahana/

Program Title

The Aquinas Program, St. Thomas University

Description

St. Thomas is a small (2300 student) Catholic Canadian university whose central liberal arts program is complemented by professional programs in education and social work. Established in 1994, The Aquinas Program offers an integrated approach to three disciplines in one coordinated year-long experience. This alternative to the regular first-year program comprises five separate courses taken with five different groups of people and is designed to introduce students to the liberal arts and the university. Participants form small groups that take the three thematically-related courses together, while simultaneously taking other courses apart from the small group. Any full-time first-year student is eligible to opt for the Aquinas Program, regardless of academic standing; the program is designed to give students a challenge, but in a collaborative environment. Students also learn skills necessary for all new students, such as how to use research resources, improving written and oral communication, and time management. Regular section offerings center around three broad topics: "Gender and Society," "Truth in Society," and "Ideas That Matter," with a special emphasis on fields (e.g., religious studies, sociology, economics). Enrollment is generally limited to a total of thirty-five students.

For Further Information

The Aquinas Program
St. Thomas University
Fredericton, NB, Canada E3B 5G3
Phone: 1-506-452-0532
Fax: 1-506-450-9615
URL: http://www.stthomasu.ca/aquinas/

Program Title

Biomedical Careers Program, Rutgers University

Description

The Biomedical Careers Program at Robert Wood Johnson Medical School is an eight-week summer enrichment program for historically unrepresented and underrepresented groups (primarily African American and Hispanic) interested in biomedical careers, co-sponsored by the School and the New Jersey Educational Opportunity Fund. Approximately sixty to seventy-five students annually are served by the program. During Phase I and II of the program, students take courses in biochemistry, mathematics, and cognitive skills development (among other areas); Phase II students also work in local hospitals. Phase III participants assist Rutgers University or Johnson faculty members in research and take an advanced immunology course. MCAT prep sessions are also provided during Phases II and III. All students attend career conferences and seminars and participate in social activities. Students may participate in the program for up to three summers. According to program directors, most participants are graduated, and many enter graduate and/or medical school.

For Further Information

Office of Minority Undergraduate Science Programs
Records Hall, Room 204, CAC
Rutgers, the State University of New Jersey
Camden, NJ 08102
Phone: 1-908-932-6878
Fax: 1-908-932-6879
URL: http://erebus.rutgers.edu/~ruretent/weblinks/volume.3.html#mark53

Program Title

Campus Match, Arizona State University

Description

Campus Match gives all Arizona State University freshmen the chance to spend their first semester in small-group sessions to ease the high school-to-college transition. Groups of twenty-five students are clustered together in the same core classes, which include first-year composition, two general studies courses, and a student success seminar; all classes meet at "popular" times of the day (normally late morning and early afternoon). Students are urged to choose the cluster of courses which best suits their major field. Students participating in Campus Match are guaranteed places in these courses. Although no one is required to participate, some of these courses, such as composition, are required of all Arizona State students. The student success seminar, UNI 101, is a cornerstone one-hour session taught by a peer mentor which meets once per week; instructors take attendance, and grades may be lowered due to poor attendance. Much of the time in this seminar is devoted to group discussion and interaction; individual sessions cover such topics as time management, use of the library, campus diversity issues, goal setting, and textbook reading. Campus Match students are also urged to register for a math, foreign language, or elective course.

For Further Information

Carol Williams, Campus Match Coordinator
Division of Undergraduate Academic Services
Arizona State University
Tempe, AZ 85287
Phone: 1-480-965-3097
URL: http://www.asu.edu/duas/campmat/

Program Title

Center for New Students, Kean University

Description

The Center for New Students serves all new students--freshmen, transfer, and adult students--as a one-stop location for information and assistance from an understanding staff. Many staff members are select upperclass students who reflect the population they serve. Each junior or senior Peer Liaison is assigned to a Freshman Seminar class to help expose new students to Kean's academic and support services. For freshman, the Center runs an orientation program, college survival workshops, and academic and social events each semester; students are also guided through the registration process and receive help to get them through the high school-to-college transition. The Transfer Student Coordinator (TSC) assists transfer students with the registration process, makes academic referrals, and provides other information as needed. The TSC also works with the Admissions Office in planning recruitment activities. Adult learners with no college experience may enter the EPIC program, coordinated by the Center for New Students, which allows them college credit through CLEP, experiential learning, external education, independent study, and military educational experience.

For Further Information

Center for New Students
Student Services Building
Kean University
1000 Morris Avenue
Union, NJ 07083
Phone: 1-908-527-3114
URL: http://www.kean.edu/~cns/

Program Title

Center for Research on Learning and Teaching, University of Michigan

Description

Center for Research on Learning and Teaching staff work collaboratively with University of Michigan faculty, graduate instructors, administrators, and students to promote "a University culture that values and rewards teaching, respects and supports individual differences among learners, and encourages learning environments in which diverse students can learn and excel." The Center focuses primarily on diversity, orienting faculty and staff to campus issues, introducing them to measures for evaluating courses and curricular innovations, and offering up to $6000 in grants from the Faculty Development Fund for innovative projects that enhance teaching and learning. One significant Center unit, Multicultural Teaching and Learning Services, addresses multicultural issues within specific academic contexts, in addition to providing campuswide workshops and individual consultations for faculty to help them work with the diverse student population. Recent workshops include "Teaching Controversial Courses," "Culture of American Classrooms at UM," and "Nourishing Our Diverse Teaching Selves." A number of online secondary bibliographies are accessible to researchers.

For Further Information

Center for Research on Learning and Teaching
3300 School of Education Building
610 East University Street
University of Michigan
Ann Arbor, MI 48109-1259
Phone: 1-734-764-0505
Fax: 1-734-647-3600
Email: crit@umich.edu
URL: http://www.umich.edu/~crltmich/

Program Title

The Counseling, Advising and Program Services Center (CAPS), Kennesaw State University

Description

The Counseling, Advising and Program Services Center (CAPS), a NASPA 1999 Noteworthy Program, is designed to assist only undeclared and learning support students in making decisions about their courses and college careers. Evidence suggests that, without a clear academic goal in place, students tend to drop out at a higher rate than those with declared majors. CAPS is administered through the Counseling and Advising Program Services Center by trained volunteer faculty from various campus disciplines. The service provides academic advising in the general education program, including dissemination of information regarding course requirements, career/major exploration, and adjustment to the university environment. Participants are advised on an individual basis by apppointment or walk-in during each term, although students can also receive services via email.

For Further Information

Bob Mattox, Director
CAPS Advising Program
Kennesaw State University
Kennesaw, GA 30144
Phone: 1-770-423-6600
Email: bmattox@ksumail.kennesaw.edu
URL: http://www.kennesaw.edu/caps/index.htm

Program Title

Eastern Michigan University Retention Programs

Description

Eastern Michigan University employs a number of combination recruitment and retention programs to support its mission. The PASS (Promote Academic Survival and Success) Program is a two-semester program designed to benefit students in the high school-to-college transition process who fall just below the University's regular admission criteria as determined by high school grades and SAT/ACT scores. Block scheduling, free academic workshops, development of study skills as well as academic monitoring, individualized instruction, and advising assistance are all offered. The PASS Program also supports the use of first-year student contracts. SIP, the work-study Summer Incentive Program, offers individualized academic advising, medium class sizes, a chance to learn time management and test-taking skills, and free tutoring for graduating high school students of color who have been denied University admission but potentially could be successful at the end of this intensive program.

For Further Information

Patricia L. Williams, Director
Academic Advising Center
Eastern Michigan University
301 Pierce Hall
Ypsilanti, MI 48197
Phone: 1-734-487-2171
Fax: 1-734-487-2170
Email: academic.advising@emich.edu
URL: http://www.emich.edu/public/acadadvise/Retent.html

Program Title

Educational Opportunity Fund, Livingston College

Description

Livingston College's Educational Opportunity Fund (EOF) is a full-service program designed to help academically and economically disadvantaged students attend and graduate from Livingston College. The program targets low-income state residents who are capable but have been denied adequate preparation for college study and provides them with supplemental financial aid to defray non-tuition costs (e.g., books). EOF also funds an array of campus-based support services to participants. Currently, almost 14,000 students participate in the program statewide; almost one-third of all African American and Hispanic college students enroll through EOF. Funding also supports tutoring, computer instruction, career counseling, internship and professional information, individualized counseling, and help in completing financial aid forms. Newly-entering students also participate in a five-week residential summer program at Livingston College designed to sharpen academic and study skills in preparation for college life; students attend classes, eat in the dining halls, and take part in other aspects of college. Each student takes writing and math courses, in addition to non-academic courses on "Culture, Identity and Education" and "Strategies for College Success."

For Further Information

Dr. Eddie J. Manning, Director
Educational Opportunity Fund
Livingston College
Rutgers, the State University of New Jersey
Piscataway, NJ 08854-8045
Phone: 1-732-445-4130
Email: emanning@rci.rutgers.edu
URL: http://www.lceof.rutgers.edu/

Program Title

Faculty Development Advisor Program, Hampton University

Description

Developed in 1994, the Faculty Development Advisor (FDA) program serves Hampton University as a way to bring faculty closer to the overall campus retention program. FDAs are trained in workshops on student concerns, academic program information, administrative regulations, learning styles, and time management. In addition, participants meet once per month to discuss program successes and failures. Each fall, FDAs assist with the Hampton first-year experience program, University 101, a semester-long course required of all beginning freshmen and transfer students. In the spring, participants advise five to fifteen first-year students on academic probation, organize and monitor study habits, and lead small student discussion groups. Program success has been impressive from year one, according to university statistics. Grade point averages for student participants increased significantly, while the percentage of students on academic probation dropped. Hampton's freshman-to-sophomore retention rate rose from 79 percent for 1994 first-time students to 85 percent for 1997 entrants.

For Further Information

Rodney D. Smith, Vice-President for Student Affairs
Hampton University
Hampton, VA 23668
Phone: 1-757-727-5265

Program Title

First Year Experience, Babson College

Description

Modeled after the First-Year Experience (FYE) program at the University of South Carolina, Babson College's FYE program aims to promote campus personal and academic support services; encourage and facilitate the development of skills necessary to cope with drugs, alcohol, academic life, etc.; assist in the development of time management, critical thinking, and problem solving skills; and promote an awareness and understanding of the Five Babson Core Competencies of leadership, teamwork, creativity, ethics, and social responsibility. All first-year students are required to take part in the one-hour weekly classes, under the guidance of an FYE facilitator, during which they take a tour of the campus, attend a library introduction session, participate in a community service activity, take the Keirsey Personality Profile, and participate in outside activities (e.g., movies, athletic events). All FYE classes are directed by a College administrator, Faculty Mentor (who guides students through the required Portfolio/Self-Reflection program), FYE Facilitator, and Peer Mentor.

For Further Information

Office of Undergraduate Admission
Babson College
Babson Park, MA 02157-0310
Phone: 1-800-488-3696
URL: http://www.babson.edu/ugrad/fy.htm

Program Title

First Year Experience, Delta College

Description

Delta College's First Year Experience (FYE) program differs from many--and is unique in Michigan--in that it is a course of non-required coordinated transferable courses for the fulltime first-year student. That is, the FYE instructors plan and teach together, to show how all classes interrelate. Through this approach, students find that one assignment can often meet the requirements of two or more classes, that major tests and assignments are not due on the same day, and that instructors will monitor progress and offer extra assistance and coordination as necessary. Courses include basic and intermediate algebra, art history and appreciation, ethics, literature, and composition. There are no additional fees assessed for participating in the program. FYE students also may enroll in the Honors Option in any of their classes. During the second FYE semester, students focus on humanities and a math course appropriate to their needs, and they may also take part in field trips.

For Further Information

Roz Weedman, FYE Coordinator
Delta College
University Center, MI 48710
Phone: 1-517-686-9534
Email: rzweedma@alpha.delta.edu
URL: http://www.delta.edu/~learncom/fyewin99.html

Program Title

First Year Experience, Georgia Southern University

Description

The First Year Experience (FYE) at Georgia Southern University is designed to insure that beginning and transfer students become acclimated to the campus and have a smooth high school-to-college transfer period. FYE features a two-semester sequence including a one credit hour required Orientation Seminar. Students are placed in small class settings guided by a faculty member and (in most cases) peer leader who introduce them to college life. Through this seminar program, Georgia State provides students with a computer literacy component, library orientation, career counseling information, time management and study skills workshops, and special sessions on safety, diversity, and the campus' cultural climate. Orientation II: Leadership Development emphasizes principles of leadership, examines diverse leadership models, and encourages students to apply these principles in various settings. The summer 1999 University Orientation II program (GSU 1211) included readings from Colin Powell's autobiography; lectures on charismatic and transformational leadership; discussions on the leadership style of Thomas Jefferson; and a selection of leadership-oriented films from which the students could make selections.

For Further Information

Dr. Fred Richter, Director
First Year Experience
Office of the Vice-President for Academic Affairs
Georgia Southern University
Statesboro, GA 30460
Phone: 1-912-681-0357
Email: frichter@gasou.edu
URL: http://www.firstyear.gasou.edu/orientation1/portal/portal.html

Program Title

First Year Experience, Minnesota State University at Mankato

Description

The First Year Experience (FYE) program at Minnesota State University at Mankato strives to provide students with "a solid base for developing scholarship, citizenship, and involvement, thereby enhancing student success and retention" in a residential setting. The FYE Office offers four services to new students. The Orientation component utilizes a team of Orientation Peer Advisors to provide new and transfer students with answers to basic questions from a student perspective and to facilitate social activities and registration. The First Year Culture component works cooperatively with Residence Life staff in the FYE hall to maintain information bulletin boards, campus event calendars, outreach activities, and other information guides. The First Year Seminar is a one-credit, interactive small-group general education course designed to help students focus on new ways of thinking through reading, listening, writing, speaking, and group participation. The FYE Office also provides academic advising for pre-major students and those with academic difficulties.

For Further Information

Kris Pierre, Director
First Year Experience Office
Minnesota State University, Mankato
Mankato, MN 56002-8400
Phone: 1-507-389-5498
Email: kristine.pierre@mankata.msus.edu
URL: http://www.mankato.msus.edu/dept/1stYrXp/web/fye1.html

Program Title

First Year Experience, University of Dayton

Description

The First Year Experience (FYE) website for the University of Dayton, a comprehensive Catholic University in the Marianist tradition, is rather clever--a Monopoly board which walks students through the first year experience but also enables them to jump to any specific topic (e.g., career placement). The new students begin at the First Year Portfolio, divided into six chapters plus information on the four University of Dayton colleges. Each chapter focuses on a specific aspect of life at the college, such as achieving success, learning and leadership, an introduction to the university, and personal academic planning. Each of the brief discussion pages offers practical information and links to campus services of interest to new students. Chapter One: Introduction to the FYE and Your UD Portfolio, is of particular interest, as it includes contact information and explains the importance of maintaining the student portfolio. Other board squares lead students to information on the campus intranet, an electronic ride board, the student records office and class information, the campus library's e-reserve, and an FYE threaded discussion (which does not appear to get much use). A colorful, practical use of the Web for introducing basic information to all new students on any campus.

For Further Information

First Year Experience
Dept. of Residential Programs
University of Dayton
300 College Park
Dayton, OH 45469-0600
Phone: 1-937-229-3321
URL: http://www.udayton.edu/~fye/

Program Title

First Year Experience Program, SUNY Potsdam

Description

As sponsored by the Residence Life Department, Potsdam's First Year Experience (FYE) is comprised of three major components: residential, academic, and programmatic. Two dorms serve as the residential setting, with entire floors set aside for first year students in order that they might "go through it all together" with their peers. Assisting in the residential component are resident assistants (returning students who live on the residents' floor and provide information as needed), mentors (returning students assigned to each floor who offer informal guidance on academics and plan activities for students), and a residence hall director (a resident professional staff member trained in dealing with first year students). All students who choose to reside in the FYE Program dorms must sign and follow a Community Living Agreement that sets community standards that enable study and social interaction to occur. Students enrolled in the Studio Arts Freshman Interest Group or similar arts related courses may opt additionally to reside on the Arts Floor of one of these dorms. The academic component is assisted by Residential Fellows (RF)--faculty or staff members who volunteer to help first year students make the transition into college. Two RF's are assigned to each floor, and some of these volunteers also serve as academic advisors for these students. All residential FYE students enroll in a one-credit First Year Success Seminar class that includes all of the students on each floor. The RF's lead the sessions, which cover such topics as time management, study skills, safety, and career exploration. Additional workshops are available throughout the year. The programmatic component includes any specially designed activity which will benefit FYE students, such as FYE Teambuilding Day, A Major Affair (an evening discussion about majors with faculty members), and transitional programs on roommate relationships, substance abuse, and homesickness.

For Further Information

Residence Life
223 Sisson Hall
SUNY Potsdam
Potsdam, NY 13676
Phone: 1-315-267-2350
Fax: 1-315-267-2351
Email: horanjj@potsdam.edu
URL: http://www.potsdam.edu/RESLIFE/FYE.htm

Program Title

First-Year Program, Guilford College

Description

The first-year program at Guilford, a small Quaker college in North Carolina, is comprised of a series of components for new students, all headquartered at The First-Year Center. The optional pre-orientation Avanti! program allows prospective students to take part is recreational activities (e.g., mountain biking), service projects, or retreats; some of these programs are free, although some can cost almost $500. CHAOS--Community, Health, Advisement, Orientation, Services)--is Guilford's required orientation program for all new students; activities include small group sessions, computer training, study skills workshops, an orientation to campus activities and services, and attendance at a work-study job fair. The First-Year Experience component features a number of small (no more than seventeen student) interdisciplinary classes, such as "The Environmental Effects of Development," in addition to coffeehouses, informal panels, and a First-Year Convocation. The program is assisted by the First-Year Advisory Board, a group of first year students who act as liaisons between the first year class and the faculty and administration.

For Further Information

Ann Lundquist, Director
The First-Year Program
Guilford College
5800 West Friendly Avenue
Greensboro, NC 27410
Phone: 1-336-316-2127
Email: firstyear@guilford.edu
URL: http://www.guilford.edu/firstyearprogram/front.html

Program Title

First Year Program, The Metropolitan State College of Denver

Description

Metropolitan State College of Denver's First Year Program is designed to unify and coordinate college efforts to help students in the high school-to-college transition process. The program includes a non-required three-credit course, XXX 1190, which counts toward the student's elective and multicultural credit, in addition to intensive academic advising, course selection guidance, and academic monitoring throughout the first year. The focus here is on experiential learning, with emphasis on critical reading, writing, and thinking skills, while simultaneously acclimatizing first year students to college life. Although all students will use the same text in their course, each section approaches the subject matter from the perspective of a particular discipline. For example, the 1190 course in English might focus on how an essay is written, whereas the political science 1190 course may study the political motivation of the essayist. Students take part in interactive discussions based on current controversial social issues. Program staff have taken advantage of the Web by offering audio/video clips from the program coordinator and students describing their class experiences.

For Further Information

Renee Ruderman, Coordinator
First Year Program
Metropolitan State College of Denver
Denver, CO 80217
Phone: 1-303-556-8447
URL: http://clem.mscd.edu/~fyp/

Program Title

First Year Residence Hall Program, Ithaca College

Description

An important component of Ithaca College's First Year Program and Orientation, the residence hall program is a unique housing option for first year students. Two co-ed (by floor) residence halls currently are used, accommodating approximately 165 students in double rooms, singles, and suites. Facilities include social and study lounges, a laundry room, kitchen, and vending machines; fulltime resident directors and resident assistants are on duty to assist residents. The Program aims to foster a connection between the new student and the campus community, develop a sense of diversity among the residents, support academic and personal growth and success, and set a strong foundation for the upcoming college years. Participants are expected to commit to active involvement in the program, which is one of collaborative learning and community involvement. Program leaders claim their goals for students include improving interpersonal relationships, enhancing the high school-to-college transition, enhancing leadership skills, engaging students in direct planning of residence hall activities, and developing a greater sense of responsibility for academic and personal success.

For Further Information

Dr. Sharon Policello, Director
Office of First Year Programs and Orientation
Ithaca College
Ithaca, NY 14850
Phone: 1-607-274-1908
Email: spolicello@ithaca.edu
URL: http://www.ithaca.edu/fyp/fyp1/FYresidencehall.htm

Program Title

First Year Seminars, Massachusetts College of Liberal Arts

Description

First Year Seminars (FYS) at the Massachusetts College of Liberal Arts feature conventional and experimental courses on various themes taught by regular faculty members, who also serve as academic advisors during the students' first year. All first year college students are required to enroll in the program. All courses utilize the basic principles of a first year seminar, including critical thinking, library research methods, writing skills, and examination of issues from a variety of perspectives. Recent courses include "Ways of Knowing," "Children in the 21st Century," "Politics and the City," and "Sports Issues," each with its own select list of readings and requirements. FYS students are also expected to read a specific book over the summer in partial preparation for the fall term (the Fall 1999 selection was Ron Suskind's A Hope in the Unseen); students discuss the book during the First Days period. First Days is a three-day orientation program for new students which includes a variety of academic and social activities, including rope climbing and visits to a Shaker Village and art museum. Finally, a fall convocation addresses a theme relevant to the First Year Seminar.

For Further Information

Office of the Dean of Academic Studies
Massachusetts College of Liberal Arts
375 Church Street
North Adams, MA 01247-4100
Phone: 1-413-662-5207
URL: http://www.mcla.mass.edu/academics/fys99/

Program Title

Freshman Connections, Northern Illinois University

Description

Freshman Connections at Northern Illinois University divides into two distinct programs. The Mentoring Program connects new students one-on-one with interested faculty, staff, or upperclassmen in an informal setting outside the classroom to learn the ropes of university life, find answers to academic and personal questions, locate and use university and community resources, and set goals and learn how to succeed in college. UNIV 101 University Experience is a non-required one-credit hour course designed to help freshmen adjust to college life. Each section is limited to approximately twenty freshmen. Course content includes designing strategies for academic success, adjusting to and becoming involved in campus life, learning time management skills, using library and university research resources, adjusting to living in a diverse community, and learning how to use campus technology resources. Program coordinators claim that, as a group, UNIV 101 graduates have higher first semester gpa's and return for the second and third semesters at higher rates than freshmen who do not enroll. One interesting feature of the Freshman Connections website for enrollment managers is a presentation on the development of the campus program. Program administrators have also mounted a .pdf version of their registration brochure on the website, for easy access.

For Further Information

Office of Orientation and Campus Information
Campus Life Building 120
Northern Illinois University
DeKalb, IL 60115-2898
Phone: 1-815-753-1535
Fax: 1-815-753-7480
Email: drode@niu.edu
URL: http://www.reg.niu.edu/ornt/fcindex.htm

Program Title

The Freshman Experience SLS 1501, Florida International University

Description

Florida International University's Freshman Experience is a required course offered through SLS 1501 that introduces students to the university while providing information which will promote and support their academic success. The course includes a review of basic skills and competencies necessary to college success, including time management, study skills, diversity, learning and teaching styles, note-taking, and university policy and procedures orientation. Discussion of social problems such as AIDS, drug and alcohol abuse, and acquaintance rape is all included. Each student is required to purchase a copy of Belote and Lunsford's The Freshman Year: Making the Most of College (Kendall/Hunt, 1996). All students are required to select and participate in three campus events, programs, or activities outside the classroom; selected experiences may not be a part of requirements for other courses. Each participating faculty member may choose either a final examination, student portfolio, or semester project for assessing the student's progress, although requirements on quizzes and grading may vary from section to section. Students are encouraged to meet with their instructors at least once during the term to discuss academic progress and discuss problems.

For Further Information

Freshman Experience
Office of Undergraduate Studies
Florida International University
Miami, FL 33199
Phone: 1-305-348-2099
URL: http://www.fiu.edu/~understu/slstext.html

Program Title

Freshman Interest Groups, University of Missouri--Columbia

Description

Freshman Interest Groups, or FIGs as they are more commonly known, are non-required living-learning communities of approximately twenty students who share the same residence hall and take three classes together at the University of Missouri--Columbia. Approximately 40% of all incoming freshmen participate in the program. FIG students also meet once per week for the one-credit Freshman Proseminar, a course taught by a Peer Advisor (normally an upperclassman in a major related to the FIG's major) for each FIG. The Peer Advisor also normally resides in the same residence hall as the FIG, helps organize study groups, and serves as a source of information about the University of Missouri in general and the major in particular. Each FIG also has a faculty mentor. Interest group topics are varied, but all normally include three introductory-level courses grouped around a general topic, such as "Individual in Society," "Heaven and Earth," and "Varieties of Human Experience."

For Further Information

Pam Johnston, FIGs Program Coordinator
Office of Admissions
230 Jesse Hall
University of Missouri
Columbia, MO 65211
Phone: 1-573-884-6719
Email: mu4u@missouri.edu
URL: http://web.missouri.edu/~figwww/

Program Title

Freshman Parents' Weekend, University of Wisconsin--Madison

Description

Only recently have researchers begun to examine the extent to which parental involvement effects recruitment and retention efforts in higher education. Studies suggest that the more firsthand experience parents and other relatives have with a particular institution (enrollment managers should consider the role of alumni in recruitment), the more likely it is that students will select that institution and remain there. Sponsored jointly by the University of Wisconin--Madison and the Wisconsin Alumni Association, the annual Freshman Parents' Weekend in late September gives the parents of incoming students an opportunity to meet many of the people who will be involved in their children's lives while away from home. Scheduled events include a walking tour of the Madison campus, sitting in on classes (either distinguished faculty or the student's regular faculty), a visit to the Campus Resource Fair and Reception, the Chancellor's address to parents and question & answer session, and attendance at a college football game. Program coordinators state that, due to the large amount of attendees for this event, only parents may attend what would otherwise also be an ideal recruitment program.

For Further Information

Sunny Kussman, Coordinator
Freshman Parents' Weekend
Wisconsin Alumni Association
650 N. Lake St.
Madison, WI 53706
Phone: 1-888-947-2379
Email: freshpwk@badger.alumni.wisc.edu
URL: http://www.wisc.edu/waa/waa/programs/activities/parent.html

Program Title

The Freshman Program, Southampton College

Description

Southampton College is a small (1400 student) institution within the larger, multicampus Long Island University system. New students at Southampton are introduced to campus life by Freshman Student Assistants (FSAs), specially trained upperclassmen who live with the students in residence halls, introduce new students to each other, and make certain they attend evening activities and other events. Formal orientation begins with several days of socializing with faculty, staff, and other new students. Afterwards, the FSAs ensure that new students are not lost in the shuffle of college life. New students are also automatically enrolled in College 101, a one-credit, pass/fail nine week seminar with approximately twenty students per class, taught by faculty and staff and assisted by FSAs. College 101 topics include essential success skills such as time management, substance abuse and diversity issues, and using library resources. In many instances, the class instructor also becomes the student's academic advisor for the upcoming years.

For Further Information

Director, Freshman Program
Southampton College
Long Island University
239 Montauk Highway
Southampton, NY 11968
Phone: 1-516-287-8278
Email: newstudent-info@southampton.liu.edu
URL: http://www.southampton.liunet.edu/stu_serv/freshman/freshman.htm

Program Title

Freshman Seminar, Howard University

Description

Howard University's Freshman Seminar is a required course offered only in the fall semester of every academic year and is billed as a mentoring program which gives new entrants the chance to learn about the personal and institutional history of Howard University, as well as the African American experience. As the largest historically black college (HBCU) in the United States, Howard's goal is to mold future leaders from traditionally underserved populations. All students purchase the required text, A Howard Reader, an anthology of essays and creative works on black history which students and faculty mentors use as a springboard for class discussions on critical issues. A study guide with explanatory material and questions for discussion is mounted for student use on the website. Students are also expected to make a brief presentation on a cultural event they have attended, read and discuss select core texts from the anthology, attend the Opening Convocation, visit an academic department other than in their major field and obtain information on its programs and offerings, maintain a journal (to be read by the faculty mentor), and obtain an email address. The program also offers regular Seminar assemblies at which broad topics are discussed, such as career and study abroad opportunities.

For Further Information

Freshman Seminar Program
College of Arts and Sciences
Howard University
2400 Sixth Street, NW
Washington, DC 20059
Phone: 1-202-806-6700
URL: http://www.howard.edu/cas/

Program Title

Freshman Seminar, Montana State University--Bozeman

Description

At Montana State University, approximately one-third of incoming freshmen declare General Studies as their initial choice, and approximately 20% of the advising services take place with students not coded in GS. The Freshman Seminar Course thus gives the campus an excellent opportunity to steer students into the proper coursework. The Freshman Seminar, GENS 101V, is a non-required course which fulfills the Verbal requirement of the core curriculum at Montana State. Utilizing a discussion/seminar format, students explore issues critical to their goals and objectives, such as academic success, wellness, the value of an education, and career planning. The students also prepare oral presentations to help them become better communicators throughout their college years. Peers and facilitators are an integral part of the seminar experience, monitoring the progress of the new students throughout the year.

For Further Information

Vicki Orazem, Coordinator
Freshman Seminar Program
Office of General Studies
Montana State University
Bozeman, MT 59717-3000
Phone: 1-406-994-3532
Fax: 1-406-994-6049
Email: zgs7006@msu.oscs.montana.edu
URL: http://www.montana.edu:80/wwwgs/seminar.htm

Program Title

Freshman Seminar, Washington State University

Description

Freshman Seminars at Washington State University in 1998 was named the best undergraduate program in the Northwest by NASPA. This first year program is one of the few which underlines the importance not only of student, peer facilitator, and faculty participation, but also of librarians and "hypernauts," groups of undergraduate students selected by their peers as experts in the facilitation of learning through technology. The program aims to bring together new and continuing students and faculty members in a collaborative, intellectually challenging environment where new students will be supported in becoming successful academic community members. Every participating student enrolls in a two-credit seminar and at least one additional entry-level course. The peer facilitators are direct instructional staff who guide students through forty-five increasingly challenging assignments. Many of the final projects which result from this program are presented through the campus' Speakeasy Studio & Cafe, an online space designed to facilitate communication amongst all Freshman Seminar participants. Research conducted at Washington State indicates that the seminars are helpful academically and socially; that students who take the seminars perform as well as or better than students with similar pre-college academic preparation; and that seminar students are retained from the freshman to sophomore year at a higher rate than non-seminar students.

For Further Information

Gary Brown, Associate Director
The Center for Teaching and Learning
Washington State University
Pullman, WA 99164
Phone: 1-509-335-1352
Email: browng@wsu.edu
URL: http://salc.wsu.edu/fr_seminar/default.asp

Program Title

Freshman Seminar Program, Harvard University

Description

One of three very different sets of courses offered through the Freshman Seminar Office at Harvard, the Freshman Seminar Program (FSP) can only be taken by freshmen standing at Harvard College. A regular part of the curriculum since 1963, FSP gives students the opportunity to work closely with faculty members on a variety of topics, in a variety of ways, each differing from the other according to the desires of the seminar leader and participant students. Each seminar leader addresses a particular subject with which s/he is personally involved, and students are brought into the process in whatever way the leader sees fit. FSP attempts to free all participants from the normal constraints of course offerings. Seminars are not letter-graded, nor do they include formal examinations. Participating freshmen must understand that their contribution will entail a good deal of independent work. Requirements for seminar admission and the kinds of work involved are not uniform. FY1999-2000 seminars include "How Novels Work," "American Social Policy," "Nation State and Global Economy," and "Large-Scale Structure in the Universe." The Freshman Seminar Office also administers the House Seminar Program (open to all undergraduates) and the General Education electives, which do not fit easily in the Faculty of Arts and Sciences curriculum.

For Further Information

Freshman Seminar Office
6 Prescott Street
Harvard University
Cambridge, MA 02138
Phone: 1-617-495-1523
Email: seminars@fas.harvard.edu
URL: http://www.fas.harvard.edu/~seminars/web2a.html

Program Title

Freshmen Seminar Program, Rochester Institute of Technology

Description

The Freshmen Seminar Program at the Rochester Institute of Technology introduces students to college by linking curricular and co-curricular life in small course settings. The courses are designed to assist first year students make a successful high school-to-college transition and to introduce them to campus culture. The program emphasizes critical thinking, written and oral communication skills, and research methods. Faculty and students examine a wide variety of topics, such as social and academic goals, learning and self-management skills, diversity, introduction to the university and specific programs, careers, and the value of a college education. Courses are developed as a joint venture between the Student Affairs Division and specific academic departments and are open to all new students. Most courses are one credit, one quarter and one-and-a-half hours per session and are taught by faculty/staff teams or individuals from either area.

For Further Information

Nathaniel Holmes, Coordinator
Freshmen Seminar Program
Center for Student Transitions and Support
42 Lomb Memorial Drive
Rochester Institute of Technology
Rochester, NY 14623-5604
Phone: 1-716-475-6943
Email: nxhcst@rit.edu
URL: http://www.isc.rit.edu/~306www/Fsp/index.html

Program Title

Freshman Studies, Lawrence University

Description

Since its inception in 1945, the two-term Freshman Studies program has been an integral part of the beginning liberal education experience at Lawrence University. Taught by faculty members from across the curriculum, each section of the course numbers about seventeen students, who are encouraged to confront new ideas, test and revise their beliefs and build a lifelong intellectual foundation. Rather than endorse a single point of view, Freshman Studies introduces students to a variety of cultures and traditions. As the coursework is meant to be inclusive of the entire Lawrence curriculum, students study art, music, psychology, literature, the sciences, and other fields and see how they interrelate. It is hoped that students will be able to explore the larger questions of life and develop a deeper sense of its complexities. First-term students learn how to define and explain concepts, summarize an argument, and analyze a passage. During the second term, those students will be asked to compare and contrast at least two works, often of quite different styles and periods. Additionally, students are exposed to other writers' interpretations and assessments of a work.

For Further Information

Freshman Studies Program
Lawrence University
P.O. Box 599
Appleton, WI 54912
Phone: 1-920-832-7000
Email: freshman.studies@lawrence.edu
URL: http://www.lawrence.edu/academics/frst/

Program Title

Freshman Year Center, University of Arizona

Description

The Freshman Year Center (FYC) supports freshmen as they transition from high school to the University of Arizona. The FYC, according to the mission statement, "enhances academic, social, and personal development through programs and services that foster student success." FYC attendees include freshmen in the four colleges who need advising concerning general education requirements; all freshmen who need a tutor; and all students who need assistance with major exploration. Undecided freshmen in the University College may enroll in the ACES (Advising Center for Exploratory Students)/FYC Mentor Program, which couples volunteer faculty and staff with freshmen on a year-to-year basis to help in the transition process (note: volunteers are neither tutors nor academic advisors). However, ACES/FYC also maintains peer advising programs staffed by student peer advisors who have been undecided or have changed their majors themselves. The peer advisors are trained to steer undecided students through the major exploration process and guide them to appropriate campus resources. Undecided freshmen are encouraged to attend "Pizza with a Professional" sessions throughout the semester, on topics ranging from career information, student services and programs, and areas of freshman interest.

For Further Information

Sylvia Mioduski, Director
Freshman Year Center
University of Arizona
Tucson, AZ 85721
Phone: 1-520-621-7763
Email: ucfyc@u.arizona.edu
URL: http://w3.arizona.edu/~fyc/index.html

Program Title

Freshman Year College, Brooklyn College

Description

Brooklyn College, part of the CUNY System, initiated a strong retention program after noting that only half of its entering students remained enrolled at the college after three semesters. All first year students, except for honors and pre-professional program students, may elect to take part in the program. Freshman Year College (FYC) is similar to programs at other institutions, in that it offers block programming of three thematically coordinated classes (English composition, social science, and a science) taken by the same group of students and provides a summer institute session for remedial instruction in writing and mathematics, in addition to English as a Second Language. However, the program also redesigned certain courses to take advantage of new technology, particularly the World Wide Web, and holds a bi-weekly faculty development seminar each spring to improve the quality of the first year program and foster faculty collaboration across the disciplines. Program leaders also work with area high schools to better prepare potential college students for entrance exams and other requirements. Since the program's inception, retention rates have risen dramatically, posting a 79 percent rate for FYC participants among the Fall 1997 entering class. Freshman Year College was named a 1999 Retention Excellence Award winner by Noel-Levitz.

For Further Information

Kathleen Ann Gover, Director
Freshman Year College
Office of the Dean of Undergraduate Studies
Brooklyn College
2900 Bedford Avenue
Brooklyn, NY 11210
Phone: 1-718-951-5771
Email: kgover@brooklyn.cuny.edu
URL: http://www.brooklyn.cuny.edu/pindex.htm

Program Title

Freshman Year Experience, Arizona State University

Description

The Freshman Year Experience as produced at Arizona State University is open to all freshmen and aims to assist in the high school-to-college transition process and develop life skills. Through a residential component, emphasizing living-learning concepts, residence hall freshmen may take advantage of a variety of services, including free tutoring, writing center support, academic advising, general studies courses in residence hall classrooms, academic and computer skills workshops, computer labs, freshman listservs and a lounge in the student union, and peer counseling and assistance. Off-campus students may take part in some of these activities and services.

For Further Information

Ursula Scheren, Program Coordinator
Freshman Year Experience
Student Development Office
Arizona State University
Tempe, AZ 85287
Phone: 1-602-965-1512
Email: ursula.scheren@asu.edu
URL: http://www.asu.edu/vpsa/fye/

Program Title

Horizons Student Support Program, Purdue University

Description

Jointly sponsored by Purdue University's Office of the Dean of Students and the U.S. Dept. of Education TRIO Program, the Horizons Student Support Program is designed to retain and graduate students from low-income families, first-generation college students and those with disabilities. Academically, students attend a required study skills course for college credit, receive tutoring in core subjects, have access to computer lab instruction, and receive assistance in problem solving skills development, career decisions, resume/letter writing, and skills assessment. Culturally, the students take part in an experiential lab (part of the required class), receive personal and peer counseling and faculty mentoring, and are exposed to cultural events. The program currently services approximately 330 students, freshman through seniors, annually. At the end of the Fall 1998, 30% of Horizons students earned a 3.0 or higher gpa, with fifty-six earning honors or making the Dean's list. In Spring 1999, the Horizons student body consisted of 35% African Americans, 15% Hispanics, 1% Asians, and 49% Caucasians.

For Further Information

Myra Mason, Program Specialist
Horizons Student Support Program
Office of the Dean of Students
Schleman Hall of Student Services
Purdue University
West Lafayette, IN 47907-1096
Phone: 1-765-494-7093
Email: mdmason@odos.purdue.edu
URL: http://omni.cc.purdue.edu/~horizons/

Program Title

Learning Communities, Northern Kentucky University

Description

Each Learning Community, open to all new freshmen regardless of admission status, is a non-residential small group of first-semester Northern Kentucky University students who take three popular courses together. Theoretically, by making the transition together, the new students will be able to support each other academically and emotionally with greater ease. By taking the same classes, these students meet new people, make new friends, form study groups, participate in class discussion, and get to know faculty. Newly-enrolled students are automatically placed in three classes with the same group of about twenty-five students. At least one of the classes is a small class consisting entirely of the student's Learning Community, and at least one class is a large lecture-based class. Classes normally included in this program include beginning English, speech, math, theater arts, art, psychology, sociology, biology, history, political science, geography, and anthropology. The Office of First-Year Programs also offers a residence program, Commonwealth Living/Learning Community (CLLC), which places forty first-semester residential freshmen in the same University 101 class.

For Further Information

Fran Zaniello, Director
Office of First-Year Programs
Lucas Administrative Center 302
Northern Kentucky University
Highland Heights, KY 41099
Phone: 1-606-572-5913
Email: firstyear@nku.edu
URL: http://www.nku.edu/~firstyear/learningcommunities.html

Program Title

The Lesbian Gay Bisexual Center, University of Pennsylvania

Description

Since 1982, the University of Pennsylvania's Lesbian Gay Bisexual Center has served the needs of that special population and remains one of only a handful of such centers in the United States. Research shows that, especially during the first year of college, students are coming to grips with their sexual orientation, and such centers as the University of Pennsylvania's gives lesbian, gay, and bisexual students an opportunity to feel part of a welcoming community. The center offers a number of educational and social programs designed to more fully integrate these students into the campus community while allowing him or her a "safe" environment as needed. The Center has also implemented a mentor program that pairs mentors and mentees to discuss and deal with coming out and other issues they might face. The University of Oregon also has a strong support program through its Multicultural Center and is a member of the National Consortium of Directors of LGBT Resources in Higher Education.

For Further Information

The Lesbian Gay Bisexual Center
3537 Locust Walk, Third Floor
University of Pennsylvania
Philadelphia, PA 19104-6225
Phone: 1-215-898-5044
Fax: 1-215-573-5751
Email: center@dolphin.upenn.edu
URL: http://dolphin.upenn.edu/~center/main.html

Program Title

Living/Learning Center, San Diego State University

Description

The Living/Learning Center (LLC) at San Diego State University is part of the Freshman Success Program under the direction of the Student Resources Center of the Office of Student Affairs. Housed in two dorms, LLC is a special housing option for freshmen only which helps create a small academic college atmosphere in the midst of the university. LLC students take classes together and enjoy the benefits of academic residence hall life. Each dorm is fitted with state-of-the-art equipment, including computer and recreation rooms, a tv lounge, and a study room. Many of the University Seminar classes and study groups, required of all LLC students, take place in the dorms rather than classrooms. LLC students pay a surcharge ($300 in FY1999-2000) in addition to regular residence hall fees; the extra charge covers the cost of tutoring, computer resources, staffing, a monthly newsletter, LLC events, and registration for the mandatory Student Life Orientation. All LLC students take part in the Integrated Curriculum package, a cluster of small-group block courses that include a General Education/major requirement, a one-unit non-credit study group, a required writing, mathematics, or chemistry course, and the one-unit University Seminar.

For Further Information

Living/Learning Centers Program
Student Resource Center
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-7440
Phone: 1-619-594-5221
URL: http://www.sa.sdsu.edu/src/fsp/FSP_home.html

Program Title

Living/Learning Center, University of Vermont

Description

The Living/Learning Center at the University of Vermont is an academic resource which allows students to create an environment in which they can integrate their academic or artistic and residential experiences and also provides a venue for faculty/student interaction outside the classroom. For the 1999-2000 academic year, there are thirty to forty programs, each of which is a year-long plan of coursework, independent study, seminars, field trips, and other special activities supporting a specific program theme. Programs are designed and directed by students, staff or faculty and reflect the educational interests of program leaders and participants. The Center also provides a computer lab, reading room, pottery cooperative, and other amenities for student use. Current Living/Learning Center programs include "Art of Photography," "Chinese House," "Collegiate 4-H," and "Emergency Medicine." The Center supports diversity programs, including "A Room of Our Own" for gay, lesbian, bisexual, and transgendered students, and ALANA for students of color and their allies. Approximately half of all Living/Learning Center participants are first year students, and all programs reserve space for them.

For Further Information

Director's Office
Living/Learning Center
University of Vermont
Burlington, VT 05405-0384
Phone: 1-802-656-4200
Fax: 1-802-656-0812
Email: living.learning@uvm.edu
URL: http://www.uvm.edu/~llcenter/

Program Title

Minority Mentor Program, Claremont Graduate University

Description

Since 1994, the Minority Mentor Program at Claremont Graduate University has helped over 400 historically unrepresented and underrepresented students make the transition into graduate school. Newly enrolled minority students are paired with volunteer second- and third-year students of the same academic program, gender, or ethnic/racial background. The mentors provide information on coursework, academic resources, and advice on local recreational choices. The mentor is expected to phone the mentee at least once a month to discuss problems and progress, but s/he is also encouraged to initiate face-to-face meetings as often as possible. The program schedules three or four social function per school year which allow all the mentees and mentors to interact. An annual student research conference gives participants the chance to present their work to the campus and neighboring communities. Participants in the program provide feedback to the organizers in order that they might improve and further refine operations. Some mentors also work with undergraduates in the McNair Scholars Program for first-generation college students, low-income or other groups interested in pursuing doctoral degrees.

For Further Information

J.W. Wiley, Assistant Dean of Academic Affairs
Claremont Graduate University
150 E. Tenth Street
Claremont, CA 91711-6160
Phone: 1-909-621-8577
Email: j.w.wiley@cgu.edu
URL: http://www.cgu.edu/adm/stu_serv/mmp.html

Program Title

Minority Mentor Program, Rutgers University

Description

Rutger's Minority Mentor Program (MMP), initiated in the early 1990s, is a co-curricular program designed to assist students of color in meeting the demands of academic life. Research suggests that such programs significantly improve the retention rates of historically unrepresented and underrepresented groups, particularly at predominantly white institutions. Through peer counseling and support group networking, the program attempts to improve the retention and graduation rates of these students by fostering a campus climate conducive to not only academic but sociocultural needs and interests. Second-, third-, and fourth-year student volunteers serve as mentors for freshmen, providing emotional support and academic guidance through both informal and structured activities. All mentors are required to develop community service programs, such as food and clothing drives.

For Further Information

Eddie Manning, Associate Dean for Administration
Lucy Stone Hall
Livingston College
Rutgers, the State University of New Jersey
Piscataway, NJ 08854-8045
Phone: 1-732-445-4130
URL: http://www.rci.rutgers.edu:80/~lcdean/campuslife/org-and-act.html#Mentor

Program Title

New Vision Program, University of New Orleans

Description

As the largest (@16,000 student) public university in the city of New Orleans, the University of New Orleans serves a diverse population drawn primarily from state and regional high schools. In an effort to improve retention rates, the institution established the New Vision Program, which attempts to keep academically disadvantaged students in college. Eligible students are those who have gone from academic warning status to probation and still fail to meet academic requirements. Rather than drop the students for any length of time, the university adopted the New Vision Program, a contractual agreement that allows those students to continue their studies as long as they follow specific obligations. Under the program guidelines, students agree to three interventions: (1) negotiated new schedules with staff, to take into consideration academic ability, hours of employment, and other variables which affect performance; (2) enroll in a non-credit, weekly fifty minute Academic Orientation Seminar to learn good study habits and other basic college learning skills; and (3) spend at least four hours per month in academic pursuits in the library or Learning Resource Center. The Program also allows for some financial flexibility, in order that students might continue on federal financial (Title IV) aid. Students return to regular status after successfully completing two New Vision semesters. To date, an average of 75% of program participants have remained eligible for classes by retaining a 2.0 or higher gpa. New Visions was named a 1999 Retention Excellence Award winner by Noel-Levitz.

For Further Information

Henrietta Williams, Director
New Vision Program
Office of Retention
University of New Orleans
New Orleans, LA 70148
Phone: 1-504-280-5564
URL: http://www.uno.edu/%7Erete/vision.html

Program Title

PLUS Program, Saint Xavier University

Description

The PLUS Program (Partnership in Learning for Utmost Success) is coordinated by the Saint Xavier University School of Nursing and is designed to increase the retention, performance and graduation rate of nursing students. The philosophy of the PLUS Program is based on the belief that providing academic and psychological support will enhance student interactions with faculty, peers, and academic advisors, thus increasing retention. The program of study is a series of four one-credit hour academic courses: the PLUS foundation course (N201), N301, N302, and N303. Course content varies but includes seminars on nursing ethics, professionalism, and concepts. Saint Xavier has won numerous accolades for its retention efforts over the years, including an Exemplary Program Award from NASPA (1997), the 1996-97 Effective Retention Program Award from the Consortium for Student Retention Data Exchange (CSRDE), and the Retention Excellence Award from the National Conference on Student Retention.

For Further Information

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PLUS Program
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Saint Xavier University
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Chicago, IL 60655
Phone: 1-773-298-3707
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URL: http://www.sxu.edu/academ/nursing/plus/plus.htm

Program Title

The Program on Intergroup Relations, Conflict and Community, University of Michigan at Ann Arbor

Description

The Program on Intergroup Relations, Conflict and Community (IGRCC) was inaugurated during the time of racial and ethnic tensions at the Ann Arbor campus in 1988 as a means of advancing student understanding and respect for diversity and to augment student skills in responding to intergroup conflicts (which were not necessarily limited to race). Curricular offerings now include semester-long, peer-facilitated courses on Intergroup Relations, based on the two-credit "Intergroup Dialogue" model developed by IGRCC staff, which bring together students from two diverse groups to integrate discussions, reading, and experiential exercises. Trained facilitators are often called upon to monitor one-time dialogues for student organizations and dormitories, in addition to leading other programs. First-Year Seminars, comprised of a First-Year Interest Group (FIG) which brings students together in a common set of out-of-classroom experiences designed to build communities, are offered in a variety of academic departments.

For Further Information

The Program on Intergroup Relations, Conflict and Community
University of Michigan
Michigan Union, Room #3000
530 South State Street
Ann Arbor, MI 48109-1349
Phone: 1-734-936-1875
Fax: 1-734-647-4133
Email: UGRCC@umich.edu
URL: http://www.umich.edu/~igrc/index7.html

Program Title

Project Pulse, University of Massachusetts at Amherst

Description

Named in 1999 as an "Exemplary Program" by NASPA, Project Pulse is a Gallup-style telephone polling operation conducted on a weekly basis under the direction of the office of Student Affairs, Research, Information, and Systems (SARIS). Since 1972, Project Pulse has gathered information from undergraduate students to assist administrators in formulating university policies affecting students. For each survey, interviewers call a random sample of approximately 400 students and question them on a particular topic. Information is then distributed throughout the campus community; surveys since Fall 1995 are available for viewing by anyone on the SARIS website. For example, Project Pulse has administered a First-Semester Freshman Survey to determine student satisfaction with early experiences at the University, one to determine satisfaction with general education and perceived knowledge gained as a result of enrollment in those courses, and one to learn why students did not return for their sophomore year. An excellent example of the use of survey sampling and information dissemination to improve student retention rates.

For Further Information

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Project Pulse
229 Whitmore Administrative Building
University of Massachusetts at Amherst
Amherst, MA 01003
Phone: 1-413-545-1390
Fax: 1-413-545-1838
Email: malaney@stuaf.umass.edu
URL: http://www-saris.admin.umass.edu/saris/pp_home.htm

Program Title

Retention Intern Program, University of Oklahoma

Description

Introduced at the University of Oklahoma in 1988 and supervised by the Center for Student Life, the Retention Intern Program is a peer counselor program that matches upperclassmen with first-time entering students. The goal of the program is to impact minority student retention among first-year students by providing a nurturing environment through academic advising. Each Retention Intern provides information, support and referral services throughout the academic year. At present, the program focuses on four core groups: Asian Americans, African Americans, Hispanic Americans and American Indians. Each group has its own coordinator and operates as an individual unit under the Retention Intern Program umbrella. Approximately one hundred interns are currently involved in the project, with more joining every year, and retention rates are improving.

For Further Information

Center for Student Life
University of Oklahoma
Norman, OK 73019-0390
Phone: 1-405-325-3163
URL: http://faculty-staff.ou.edu/W/Vi.T.Wickham-1/intern/intro.htm

Program Title

SFA 101, Stephen F. Austin State University

Description

SFA 101, part of the First-Year Experience at Stephen F. Austin State University, is a non-required course which earns new students one semester credit hour. This pass/fail class meets for two hours per week with an instructor and upperclass student assistant and is limited to twenty-five students per section. Throughout the term, students will learn about campus resources, history, traditions, rules, and procedures; develop critical thinking skills; learn how to use the campus library and how to access information; improve study and time management skills; and discuss career planning and choosing a major. Administrators stress that SFA 101 is not a remedial course but is rather designed for academically able students who wish to improve their skills and make an easier transition into college. Specialized sections for particular student groups such as Honors, athletes, and business majors are also available. Students may take part in the SFA 101 Convocation, which features a guest speaker, and fine arts events throughout the term.

For Further Information

Tim Clipson, Program Coordinator
SFA101
Stephen F. Austin State University
SFA Box 13060
Nacogdoches, TX 75962
Phone: 1-409-468-2188
Fax: 1-409-468-1515
Email: sfa101@sfasu.edu
URL: http://www.sfasu.edu/sfa101/

Program Title

SOAR, Georgia Southern University

Description

Georgia Southern's Orientation, Advisement, and Registration (SOAR) program is a self-supporting, fee-based program which introduces new and transfer students and their parents to life at the campus. Participation is generally limited to the student and immediate family members. SOAR Team Leaders lead small group sessions for new freshmen, transfer students, and parents; assist in the organization and preparation of orientation activities; acquaint new students with campus services and activities; facilitate group and individual discussion with parents; assist with advisement and registration; and participate in the planning and implementation of Welcome Week functions. These are paid positions, and students are expected to live in Statesboro during the Summer Session. Parents are also given the opportunity to discuss Georgia State University with faculty and administrators during these sessions.

For Further Information

SOAR Program
Office of New Student and Parent Programs
Rosenwald Building
P.O. Box 8096
Georgia Southern University
Statesboro, GA 30460-8096
Phone: 1-912-871-1987
Fax: 1-912-871-1214
Email: Orientation@GaSoU.edu
URL: http://www2.gasou.edu/sta/orient/orient.html

Program Title

Student Leadership Institute, California State University, Fullerton

Description

The Student Leadership Institute is a free program open to all California State University --Fullerton students, consisting of a series of leadership skills development workshops aimed at helping students improve their leadership competencies for now and the future. The Institute offers four certificate programs: University Leadership (UL), Peer Education (PE), EMBRACE (Educating Myself for Better Racial Awareness and Cultural Enrichment), and Leadership for Public Service (LPS). The UL component focuses on communication patterns within organizations, public speaking, and changing demographics. PE increases awareness of social issues faced by the college community--substance abuse, HIV/AIDS counseling, rape and sexual abuse, and gender sensitivity--and aims towards peer counseling in these areas. EMBRACE covers diversity issues within the broad student population, including race, sexual identity, ethnicity, disabilities, and age. LPS trains future community and political activists in areas such as utilizing the media, the use of power, negotiating university politics, and managing volunteers. Theoretically, student participants benefit from these programs in the short run by working with campus faculty, staff, and administrators, who in turn learn more about student needs. The campus as a whole benefits from this popular program by giving students, many of whom are commuters, a stronger incentive to participate in campus activities and thus remain enrolled.

For Further Information

Student Leadership Institute Coordinating Committee
California State University, Fullerton
Fullerton, CA 92834
Phone: 1-714-278-5999
Email: slinstitute@fullerton.edu
URL: http://sa.fullerton.edu/deanofstudents/sli/program%20descript.htm

Program Title

SuperScholar/EXCEL Program, Xavier University of Louisiana

Description

As the only Roman Catholic HBCU (historically black colleges and universities) in the U.S., Xavier University of Louisiana is in a unique position to forward the education of African American students. The SuperScholar/EXCEL four-week summer program, originated in 1982, centers on teaching one of four critical thinking tasks in the content areas of philosophy, speech/debate, and African American history, with additional coursework in verbal and quantitative reasoning, creative writing, and cultural awareness. Students are expected to transfer the skills learned in this program to become better students overall and to perform better on graduate and undergraduate standardized tests. Over 900 students have participated since the program's inception, and program directors claim an eighty point average student increase between SAT pre- and post-tests, triple what the literature suggests is the average increase after most prep courses. Program directors additionally claim a significant increase in completion of degree requirements over control group peers. The program was recognized as an "exemplary program" by the American Association for Higher Education (AAHE) in 1991 and continues to draw students from across the nation.

For Further Information

Dr. Dereck J. Rovaris, Director
SuperScholar/EXCEL Program
Xavier University of Louisiana
New Orleans, LA 70125
Phone: 1-504-483-7633/1-504-486-7411
URL: http://www.xula.edu/SS-Excel.htm

Program Title

Undergraduate Research Opportunity Program, University of Michigan at Ann Arbor

Description

Since 1989, the Undergraduate Research Opportunity Program (UROP) has created research partnerships between first and second year Ann Arbor students in good academic standing and faculty researchers. Students from historically unrepresented and underrepresented minority groups and women interested in science fields are especially urged to apply, although all students meeting the basic criteria are eligible. Research takes place in most academic disciplines. Academic support services, including peer counseling and career planning workshops, are available, as are learning skills workshops (library research methods, Internet basics, abstract writing). A Summer Research Internship Database (SRID) is available exclusively to participants. Currently, over 1000 students and 500 faculty researchers take part in the program. Each student participant follows a strict timeframe upon acceptance into the program (normally the summer). The student first meets with a peer advisor during the fall orientation period to plan an academic schedule, including research time. Upon arriving on campus, the student then begins a project search with the help of the peer advisor. Interviews are scheduled with faculty researchers and acceptance finalized. After a semester's work on the project, the student takes part in a group research presentation and turns in an abstract of the report to the faculty sponsor. Further research on the project takes place the second semester, in preparation for the UROP Spring Research Symposium.

For Further Information

Sandra Gregerman, Director
University Research Opportunity Program
715 North University, Suite 201
University of Michigan
Ann Arbor, MI 48104-1611
Phone: 1-734-998-9381
Fax: 1-734-998-9388
Email: sgreger@umich.edu
URL: http://www.umich.edu/~urop/Home.html

Program Title

United We Learn Social Action Theatre, University of Wisconsin--La Crosse

Description

United We Learn Social Action Theatre, a unit of the University of Wisconsin—La Crosse Office of Human Resources and Diversity, offers diversity training through scripted scenarios and facilitated dialogue between actors and audience. The troop formed in 1993 to train a core of campus staff and faculty in this technique and has since given performances at neighboring institutions. New students attend programs put on by the group during university orientation sessions. The university was honored in 1997 by the Society for Human Resource Management for its "successful efforts in applying creative management concepts that will improve performance, advance the profession and promote better understanding of human resource management" primarily for this innovative program.

For Further Information

Office of Human Resources
Room 144, Graff Main Hall
University of Wisconsin--La Crosse
La Crosse, WI 54601
Phone: 1-608-785-8013
Fax: 1-608-785-8525
URL: http://perth.uwlax.edu/hr/

Program Title

University 101, University of South Carolina

Description

First introduced in 1972, University 101 stresses the central goals and purposes of The First-Year Experience (based at the University of South Carolina): to "maximize the student's potential to achieve academic success and adjust responsibly to the individual and interpersonal challenges presented by collegiate life." Open to freshmen and other first-semester transfer students, University 101 is categorized as a "special academic opportunity" which provides a three-credit hour, letter-graded, elective seminar course; certain student populations, such as Business Administration and Engineering majors, are required to enroll by their curriculum. Seminars are taught in groups of twenty to twenty-five students by faculty members and administrative personnel; many instructors are paired with Undergraduate Peer Leaders (juniors and seniors with demonstrated leadership ability) and/or Graduate Student Leaders. Activities include, but are not limited to, visits to the Career Center and Computer Center, introduction to the library and research methodology, presentations on "Sex and the College Student" and alcohol & drug education, assertiveness and involvement workshops, a visit to the Student Organization Fair, journal and report writing, oral communication and critical thinking skills seminars, diversity & multicultural awareness training, academic integrity discussions, and ten hours of community service. All students also receive an email address and access to computers, with training in surfing the Internet, research skills, and word processing. Students are required to purchase Transitions, the University 101 student handbook.

For Further Information

National Resource Center for the First-Year Experience and Students in Transition
1629 Pendleton St.
Columbia, SC 29208
Phone: 1-803-777-6029
Fax: 1-803-777-5405
Email: fyeconf@gwm.sc.edu
URL: http://www.sc.edu/fye/101/university_101.htm

Program Title

UNIV1000, Central Missouri State University

Description

Central Missouri State University's high school-to-college transitional program, UNIV 1000, focuses on five areas critical to a student's successful advancement: Planning, which involves student career and major choice and course selections; Managing, including management of health, money, and time for maximum results; Relating, or making friends, getting along with professors, and readjusting family relationships; Studying, including learning note-taking skills, how to read a textbook, research paper development, and effective test preparation skills; and Connecting, feeling part of the university community. All five of these areas combined theoretically motivate students to remain in college. As part of the program, students are required to keep a journal, regularly read by the professors, which reflects academic and social growth and helps the writer to commit to academic success.

For Further Information

Program Director
UNIV1000
Humphreys 127
Central Missouri State University
Warrensburg, MO 64093
Phone: 1-660-543-4061
Fax: 1-660-543-4829
Email: edc@cmsu1.cmsu.edu
URL: http://library.cmsu.edu/univ1000/univ1000.htm

Program Title

Women in Science and Engineering Residence Program, University of Michigan

Description

Founded in 1993, the University of Michigan's Women in Science and Engineering Residence Program (WISE RP) is an academically supportive residential substance-free community where women with similar academic interests and career goals can learn from one another. The Program aims to create a smaller living/learning environment in which women interested in the sciences, natural resources, kinesiology, nursing, and engineering can find support and develop contacts and friendships. WISE RP women are enrolled as majors in all areas of the Colleges of Engineering and Literature, Science & the Arts, as well as the Schools of Nursing and Natural Resources and Environment and the Division of Kinesiology; women with an interest in these areas but who have not fixed upon a major are also welcome to apply to the program. WISE RP brings over 100 first year and sophomore women to live together on one residence hall floor. Upperclasswomen serve as Big Sisters to the incoming students, and three junior and senior Resident Advisors live with and direct programming for the program students. Participants are expected to take part in weekly WISE RP events and activities, in addition to other events throughout the semester, and must also sit on at least one WISE committee. The residence dorm, which is co-ed and open to all Ann Arbor students, features a computer lab, library, study space, and dining hall open to all residents, but a study area and tv lounge are reserved for WISE RP students.

For Further Information

Women in Science & Engineering Residence Program
The University of Michigan
200 Observatory St.
Ann Arbor, MI 48109-2035
Phone: 1-734-936-6536
Fax: 1-734-936-2197
Email: wise-rp@umich.edu
URL: http://www.umich.edu/~wiserp/

References

Many organizations contribute to the study of enrollment management. These websites will give researchers a good start towards finding "promising practices."

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
http://www.aacrao.com/

The College Board
http://www.collegeboard.org/

National Association for Developmental Education (NADE)
http://www.umkc.edu/cad/nade/index.htm

National Association of State Universities and Land-Grant Colleges (NASULGC)
http://www.nasulgc.org/

National Association of Student Personnel Administrators (NASPA)
http://www.naspa.org/

National Center for Developmental Education (NCDE)
http://www.ced.appstate.edu/centers/ncde/

National Resource Center for the First-Year Experience & Students in Transition
http://www.sc.edu/fye/

National Writing Centers Association (NWCA)
http://departments.colgate.edu/diw/NWCA.html

Noel-Levitz
http://www.noellevitz.com/

Society for College and University Planning (SCUP)
http://www.scup.org/

U.S. Dept. of Education, GEAR UP Program
http://www.ed.gov/gearup/

White House Initiative on Race, "Promising Practices"
http://www.whitehouse.gov/Initiatives/OneAmerica/Practices/

In addition to the websites, these monographs are of particular interest:

Adelman, C. Answers in the Toolbox: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment (U.S. Dept. of Education, 1999)

Campus Practices for Student Success: a Compendium of Model Programs (AASCU/Sallie Mae, 1994)

Orfield, G. & E. Miller, eds. Chilling Admissions: the Affirmative Action Crisis and the Search for Alternatives (Harvard Education Publishing Group, 1998)

Closing the Education Gap: Benefits and Costs (Rand Corp., 1999)

Upcraft, M. L. & J. N. Gardner. The Freshman Year Experience: Helping Students Survive and Succeed in College (Jossey-Bass, 1989)

Historically Black Colleges and Universities Take a Closer Look at Student Retention (Pew Charitable Trusts, 1999)

Ignash, J. M., ed. Implementing Effective Policies for Remedial and Developmental Education (Jossey-Bass, 1997)

Tinto, V. Leaving College: Rethinking the Causes and Cures of Student Attrition (U Chicago, 1993)

Miles to Go: a Report on Black Students and Postsecondary Education in the South (Southern Education Foundation, 1998)

Beatty, A., M. R. C. Greenwood, & R. L. Linn, eds. Myths and Tradeoffs: the Role of Tests in Undergraduate Admissions (National Research Council, 1999)

Office of Multicultural Affairs. Plan 2008: Educational Quality Through Racial/Ethnic Diversity (University of Wisconsin System Administration, 1998)

Promoting Student Success: Improving Campus Climate for Underrepresented Students (AASCU/Sallie Mae, 1994)

Russell, A. B. Statewide College Admissions, Student Preparation, and Remediation Policies and Programs: summary of a 1997 SHEEO study (SHEEO, 1998)

Ford, C. A., ed. Student Retention: Success Models in Higher Education (CNJ Associates, 1996)

Astin, A. W. What Matters in College: Four Critical Years Revisited (Jossey-Bass, 1993)

Biographical Notes

Mr. Anthony J. Adam is a reference librarian at the John B. Coleman Library of the Prairie View A&M University campus of the Texas A&M University System and is the author of a resource guide for recruitment, retention, and remediation in higher education.

Dr. Gerald H. Gaither is director of institutional effectiveness, research, and analysis at the Prairie View A&M University campus of the Texas A&M University System and is the editor of a forthcoming monograph on recruitment, retention, and remediation in higher education.

Dr. Manuel R. Lujan is Dean of Enrollment Management and currently chairs the Enrollment Management Council at Texas A&M University—Corpus Christi. Dr. Lujan also chaired the Angelo State University Task Force on Recruitment and Retention.

Dr. Anthony J. Harris was Associate Vice-President for Student Affairs at Texas A&M University—Commerce and is currently Executive Assistant to the President, the University of Southern Mississippi.